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ABSTRACT

The junior high school instructional unit, part of a field-tested grade school level career education series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described, field testing results are reported and key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles are provided, and assessment procedures outlined. Designed to provide the learner insights into the working world, lessons emphasize that different occupations require different training and competencies, appeal to different personalities, and offer different benefits. Firsthand contact with workers and-guest speakers is provided, and activities aid the student in identifying his vocational interests and in developing skills in decision making and problem solving. The 20- to 25-hour unit, suitable for group instruction, relates primarily to the social studies area. An instructional strategy guide and a list of supplemental materials are appended. (MW)

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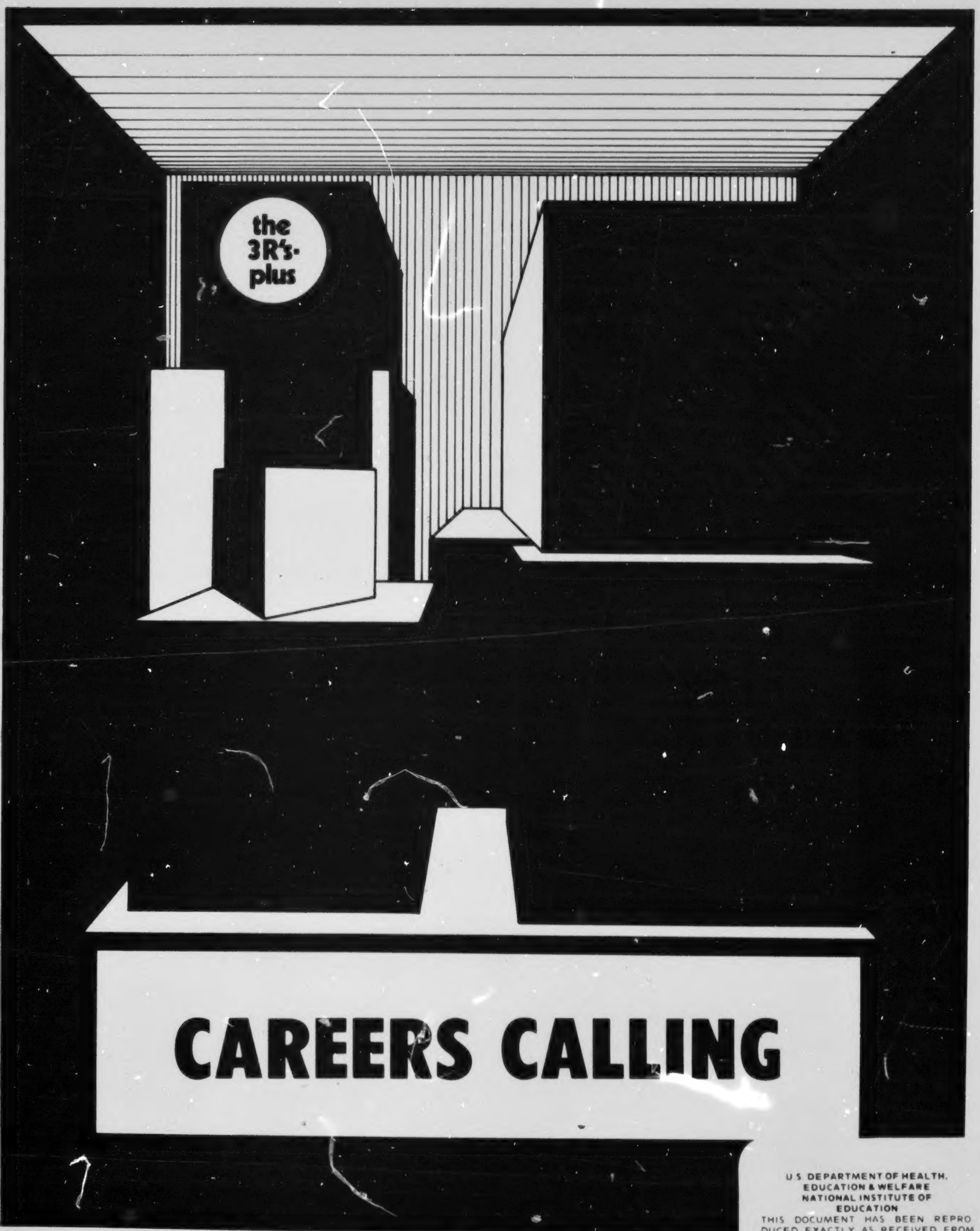

CAREERS CALLING

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CAREERS CALLING

SEVENTH OR EIGHTH
GRADE

Principal Writer: W. Julius Johnson

ARIZONA STATE DEPARTMENT OF EDUCATION

REVISED

1974

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION
RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

CAREERS CALLING

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers:

OVERVIEW:

1. The unit could best be integrated into the history curriculum by relating how technological progress affected occupational needs which in turn affected educational preparation and training needs of a continually more sophisticated society.

2. It may be necessary to substitute films for some of the guest speakers. These could be films that portray the qualifications and responsibilities of different career roles.

SPECIFICS:

Lesson 1:

a. The Classification Game Cards Set (Ga 2) page 43 could be made by the learners during art class (check with the art instructor).

b. You may want to make this game optional (the game begins at the bottom of page 27 and continues on pages 28-30) or substitute another type of activity based on classifying or grouping of things.

Lesson 3:

a. Allow sufficient time for all learners to participate in the games in Session IV, page 137.

b. The assessment items 11 and 12 on pages 143-144 could be eliminated.

Lesson 5:

a. If Section B on the interview form, page 193, would cause problems, tell your learners to disregard it; or when duplicating the form, block it out. If this is done, it will affect the form on page 219.

Lesson 8:

a. The questions on the interview forms on pages 302 and 303 could be reduced in number.

Lesson 10:

a. This lesson had several sessions involving a field trip to a business. You may wish to substitute video taped field trips or films.

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UNIT DESIGN

OVERALL PURPOSE

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

GOALS

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

PERFORMANCE OBJECTIVES

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

LESSONS

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described, key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

RESOURCES

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

ASSESSMENT PROCEDURES

The purpose of the assessment procedures is to determine the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

In Lessons 4 through 10 the assessment items consist of worksheets and information sheets which the learners complete as a part of the learner tasks. The instructor will observe and evaluate each learner's responses during the time they are completing these forms. A *Product Assessment Form* for each lesson is provided for instructors to record the evaluation of the learner's responses.

INSTRUCTIONAL STRATEGY GUIDES

The unit contains several types of instructional strategies: role playing, discussion, special speakers, and field trips. Instructor strategies are presented in Appendix A, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

PURPOSE OF THIS UNIT

Careers Calling is designed to provide the learner with greater insight into the working world. This is accomplished by showing him that different occupations require different training and competencies, appeal to different personalities, and offer different benefits. Through learning these differences, the learner should increase his awareness of what educational and career preparation he will need and what economic opportunities are available to him.

Through firsthand contact with workers and guest speakers, the learner gains an understanding of the interdependence of workers and the contribution of each to the welfare of society.

By identifying his major area of interest and relating it to various occupations, the learner develops skills in decision making and problem solving. Personal traits are viewed in relationship to their compatibility with various working conditions and factors which determine success in an occupational choice. Knowledge of factors which improve competency after employment encourage the learner to adopt attitudes which may enhance success in a future career.

Subsequently, the wide variety of activities within this unit are designed to meet the increasing need of the individual to understand the world of work and enable him to make important career decisions.

INTENDED USE OF THIS UNIT

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development.

GRADE PLACEMENT

This unit is designed for implementation in the seventh or eighth grade.

SUBJECT AREA

The unit follows an interdisciplinary approach to subject matter. However, the primary focus is toward the social studies area.

DURATION

The unit is designed to provide approximately 20-25 total hours of instruction. However, the use of supplemental activities and suggested games will cause some variation in the specified times. The abilities of the learners should be the determining factors in selecting the activities and games.

GROUPING

The unit lends itself to either the self-contained classroom or a team teaching situation. The learner will be involved in all types of grouping situations, which will vary with each activity. Grouping will usually be determined through learner/instructor cooperation.

PREPARING TO TEACH THIS UNIT

The two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

Key for Resources

Ga - Game
In - Information sheet
Pic - Picture
Tr - Transparency
Wk - Worksheet

SPECIAL CONSIDERATIONS

There are certain tasks that require scheduling or preparation several days or weeks prior to implementation. These are listed below:

I. Instructor preparation tasks to be completed before teaching the unit:

   A. Obtain the following for each learner:

      1. Folder for each learner's career materials
      2. Dictionary (supplemental)
      3. Health textbooks (supplemental)

   B. Check with the school library, media center, public library and/or community resource people to determine if resource materials listed in Appendix B are available; check to see what other learning materials relevant to the unit are available.

   C. Obtain the following classroom supplies:

      1. Chalk
      2. Composition paper
      3. Construction paper (assorted colors and sizes)
      4. Colored pencils and/or crayons
      5. Pencils
      6. Glue
      7. Scotch tape
      8. Masking tape
      9. Marking pens in several colors
      10. Staples and stapler

11. Folders (three-hole with clips)
12. Three-hole paper punch
13. Tables
14. Bulletin boards
15. Envelopes for letters (supplemental)
16. Scissors
17. Rulers
18. Butcher paper
19. Cassette tapes and recorder

II. Instructor preparation tasks to be done several days prior to teaching a specific lesson involving field trips, guest speakers, etc.

A. Lesson 1

1. Obtain old magazines for cutouts.
2. Obtain printed or hand-drawn pictures for a bulletin board display illustrating occupational categories. (A picture series is included in the unit; however, the instructor may want to supplement these.)

B. Lesson 2

Obtain a copy of a telephone directory and/or want ad section of a newspaper for each group of two or three learners.

C. Lesson 3

1. Obtain examples of human interest stories from books, periodicals, etc.
2. Schedule the 16mm film *Story of a Book* (supplemental).

D. Lesson 4

1. Contact the guest speaker. Give him a copy of *Information from Guest Speaker* (In 12).
2. Read the instructional strategy about the guest speaker.
3. Obtain city or community maps (supplemental).

E. Lesson 5

Obtain *The Emotional Me No. 5*, and *The Individual Me*, SRA Language Development Program (see Appendix B; supplemental).

F. Lesson 6

Schedule the filmstrip recording *Who Do You Think You Are?*

G. Lesson 7

1. Schedule the filmstrip recording *You Got Mad - Are You Glad?* (supplemental).
2. Obtain *Working Together No. 38,* SRA Language Development Program (supplemental).

H. Lesson 8

1. Contact the guest speaker. Give him a copy of *Information from Guest Speaker* (In 24).
2. Schedule the filmstrip recording *Failure, A Step Forward* (supplemental).

I. Lesson 9

1. Contact the guest speaker. Give him a copy of *Information from Guest Speaker* (In 28).
2. Schedule the filmstrips *Shining Brass, Sports Cars,* and *Dune Buggies* (supplemental).

J. Lesson 10

1. Obtain materials for posters to illustrate nonacademic activities.
2. Contact a business or institution to obtain permission for a class field trip.
3. Read the instructional strategy about field trips.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	120 min.	Definition of classification Description of occupational categories Classification of occupations into categories	Bulletin board display, discussion, transparency, classification game, information sheet, classifying occupations, group competition, art activity, planning session
2	70 min.	Identification of career categories from main headings in yellow pages of telephone directory or classified section of newspaper	Skit, discussion, yellow pages and/or classified ad section, review of previous lesson, transparency, information sheets, classification of headings, poster or bulletin board display
3	180 min.	Meaning of the three major areas of interest (data, people, things) Relationship of occupations to major areas of interest (data, people, things) Relationship of occupational preferences to data, people, and things	Worksheet, discussion, information sheet, human interest stories, relating occupations to interests, transparency, using code number, play game

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
4	120 min.	Interdependency of occupations for support Identification of results of many occupations	Pantomiming, transparency, discussion, information sheet, guest speaker, question and answer session, poster
5	90 min.	Comparison of salary, training, working conditions and other benefits from one occupation to another Consideration of characteristics of occupations when selecting a future occupation	Information sheet, role play, transparency, worksheet, worksheet exchange
6	90 min.	Recognition of each individual as unique Identification of personal traits of individuals in all the characteristics	Bulletin board display, discussion, transparency, information sheet exchange, information sheets, buzz session, game
7	100 min.	Personal traits in relation to success or failure in an occupation The effects of personal traits	Telling or reading success stories*, transparency, discussion, worksheet, information sheet, group competition

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
8	90 min.	Development of competencies through academic activities Identification of academic activities Effect of academic skills on success	Role playing, brainstorming session, information sheet, guest speaker, question and answer session, rating ideas listed on chalkboard, transparencies
9	90 min.	Academic skills in occupations Development of academic skills after employment	Bulletin board display, discussion, information sheet, guest speaker, question and answer session, worksheet, writing, summary, transparency
10	280 min.	Nonacademic activities in preparation for a career Improvement of nonacademic skills after employment Relationship of personal preferences to career decisions	Posters, discussion, information sheet, transparency, worksheet, plan field trip, field trip, write field trip summary and suggestions

UNIT RESOURCE PROFILE

Lesson	Within Unit	To be Acquired By Instructor
1	*Discussion Strategy* (Appendix A) *Classification Game Cards* (Tr 1) *Classification Game Cards Set* (Ga 2) *Number and Definition of Occupational Categories* (In 3) *Representative Occupations with Code Numbers* (In 4) *Occupational Categories* (Tr 5) *Series of Pictures of Occupations* (Pic S 6) *List of Supplemental Materials* (Appendix B) Assessment item	Bulletin board display (May use Pic S 6 masters in unit Old magazines Art materials for posters Overhead projector Large clock with second hand 5 to 15 occupations listed on chalkboard from In 4 Folder for each learner
2	*Number and Definition of Occupational Categories* (In 3) *Representative Occupations with Code Numbers* (In 4) *Occupational Categories* (Tr 5) *Discussion Strategy* (Appendix B)	Copy of telephone directory and/or classified ad section of newspaper for each two or three learners Overhead projector Old magazines Art materials for art display

UNIT RESOURCE PROFILE

Lesson	Within Unit	To be Acquired By Instructor
2 (Cont'd)	*List of Supplemental Materials* (Appendix B)	
	Assessment item	
3	*Number and Definition of Occupational Categories* (In 3)	Examples of human interest stories - books, periodicals
	Comparison of Interest and Scores for School Subject (Wk 7)	Overhead projector
	The Way Occupations are Related to Major Areas of Interest (In 8)	
	Explanation of Code Numbers (Tr 9)	
	Rules for Playing Data, People, Things (Ga 10)	
	List of Supplemental Materials (Appendix B)	
	Product Assessment Form 3	
	Assessment item	
4	*Occupations Upon Which a Motel Depends* (Tr 11)	Guest speaker Materials for posters
	Information from Guest Speaker (In 12)	City or community maps
	Occupational Challenge - optional (In 13)	History books for learners

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
4 (Cont'd)	*Discussion Strategy* (Appendix A) *Guest Speaker Strategy* (Appendix A) *Product Assessment Form 4*	Encyclopedia Old magazines Overhead projector
5	*Interview Form* (Wk 14) Sample copy: *Interview Form* - optional (In 14) *Example of Comparison of Two Occupations* (Tr 15) *Comparison of Occupations and Personal Preference* (Wk 16) *Role-Playing Strategy* (Appendix A) *Product Assessment Form 5*	Overhead projector
6	*Rating Sheet of Personal Characteristics* (Wk 17) *Example of One Person's Personal Characteristics* (Tr 18) *Rules for "Who Is It?"* (Ga 19)	Overhead projector Bulletin board display (may use Pic S 6 masters in unit) Materials for constructing posters

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
6 (Cont'd)	*The Effect of Personal Characteristics on Success* (Wk 20) *Discussion Strategy* (Appendix A) *List of Supplemental Materials* (Appendix B) *Product Assessment Form 6*	
7	*Rating Sheet of Personal Characteristics* (Wk 17) *The Effect of Personal Characteristics on Success* (Wk 20) Sample copy: *The Effect of Personal Characteristics on Success* - optional (In 20) *Example of the Effect Personal Characteristics May Have On Success in a Selected Career* (Tr 21) *Example of the Effect Personal Characteristics May Have On Success in a Selected Career* (Tr 22) *The Effect of Personal Characteristics on Success* (Tr 23)	Marking pencil for transparency Overhead projector List of success stories of famous people from school and/or public library

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
7 (Cont'd)	*List of Supplemental Materials* (Appendix B) *Product Assessment Form 7*	
8	*Information from Guest Speaker* (Wk 24) *Interview Form Part I and Part II* (Wk 25) *(Example) Interview Form Part I* (Tr 26) *(Example) Interview Form Part II* (Tr 27) *List of Supplemental Materials* (Appendix B) *Role-Playing Strategy* (Appendix A) *Guest Speaker Strategy* (Appendix A) *Product Assessment Form 8*	Guest speaker Old magazines Materials for poster and/or bulletin board display
9	Sample copy: *Interview Form Part I* - optional (In 25) *Information From Guest Speaker* (Wk 28) *Tabulation Sheet for Interview Forms Part I and Part II* (Wk 29)	Guest speaker Bulletin board display (may use Pic S 6 masters in unit) Overhead projector

UNIT RESOURCE PROFILE

Lesson Number	Within Unit	To Be Acquired By Instructor
9 (Cont'd)	*Tabulation Sheet for Interview Forms Part I* (Tr 30) *List of Supplemental Materials* (Appendix B) *Discussion Strategy* (Appendix A) *Guest Speaker Strategy* (Appendix A) *Product Assessment Form 9*	
10	*Interview Form* (Wk 25) Sample copy: *Interview Form* - optional (In 25) *(Example) Interview Form Part II* (Tr 27) *Tabulation Sheet for Interview Forms* (Wk 29) *Discussion Strategy* (Appendix A) *Field Trip Strategy* (Appendix A) *List of Supplemental Materials* (Appendix B) *Product Assessment Form 10*	Posters illustrating nonacademic activities Overhead projector A business or institution to visit on field trip

INSTRUCTIONAL SEQUENCE

OCCUPATIONAL CATEGORIES

LESSON ONE

CONCEPT

The learner will use the definition of occupational categories and code numbers to classify occupations into categories.

PERFORMANCE OBJECTIVE

Given the name and number of the nine occupational categories and a list of specific occupations with their code numbers, the learner will identify the category of each occupation.

LESSON TIME

120 minutes (flexible)

NEW VOCABULARY

Professional - occupations that require a lot of studying in school or college preparation

Managerial - occupations of managing or showing others what to do

Technical - related to practical knowledge of mechanical or scientific subjects, such as medical lab technician

Miscellaneous - things that are not in any particular group

Occupational - related or connected to the main work of one's life

Classification - orderly arrangement in groups

Clerical - relating to clerk or office worker

Processing - series of actions leading to gradual change, such as making automobile parts from iron

Structural - related to building and the construction industry

Category - a general class or group

PREREQUISITE KNOWLEDGE

Ability to compute time

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Classification Game Cards (Tr 1)	Bulletin board display (May use Pic S 6 masters in unit.)
Classification Game Cards Set (Ga 2)	Old magazines
Number and Definition of Occupational Categories (In 3)	Art materials for posters
Representative Occupations with Code Numbers (In 4)	Overhead projector
	Large clock with second hand

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Occupational Categories (Tr 5)	5 to 15 occupations listed on chalkboard from In 4
Series of Pictures of Occupations (Pic S 6)	Folder for each learner
Discussion Strategy (Appendix A)	
List of Supplemental Materials (Appendix B)	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Prepare the following:

1. A bulletin board display illustrating occupational categories. See the examples of pictures listed below or use the set of pictures (Pic S 6) at the end of the lesson.

Category No.	Category Name	Picture
0-1	*Professional *Technical *Managerial	Dental hygienist Judge
2	*Clerical and Sales	Accountant Sales clerk
3	Service	Usher Cosmetologist Policeman
4	Farming Fisheries Forestry	Farmer Fisherman Forester
5	*Processing	Petroleum refinery operator Press feeder Milk processing plant operator
6	Machine trades	Automobile operator

(Continued)

Category No.	Category Name	Picture
7	Bench worker	Television repairman
8	*Structural	Bricklayer Carpenter Painter
9	*Miscellaneous	Actress or actor Artist Dancer

*See definitions under new vocabulary

2. A random list of 5 to 15 occupational titles from Information Sheet 4 to be copied on the chalkboard. The list should include several titles (sleever, dispatcher, fitter, tester, yardman) which do not give obvious clues as to the category they are in.

3. One transparency of *Classification Game Cards* (Tr 1) and *Occupational Categories* (Tr 5)

Duplicate one copy of each of the following for each learner:

1. *Number and Definition of Occupational Categories* (In 3)

2. *Representative Occupations with Code Numbers* (In 4)

3. *Classification Game Card Set* (Ga 2) - one set for every two or three learners)

4. Assessment Item

Read *Discussion Strategy* information (Appendix A).

Become familiar with the concepts of the lesson and the content of the information sheets used.

Obtain the following:

1. A folder for each learner

2. Old magazines and art materials for posters and cut outs

4. An overhead projector

5. A large clock with a second hand

INSTRUCTIONAL PROCEDURES

SESSION ONE

INTRODUCTION

For the next few weeks we are going to concentrate on a way of looking at occupations. We will look at what skills or abilities individuals need for an occupation.

Point to an example of an occupation on the bulletin board display.

For instance, what skills do you think are necessary for this occupation?

Place learner responses on the board; do not judge rightness or wrongness.

Some of these are abilities needed for the job and others are not.

You may point to other examples of occupations on the bulletin board display for additional learner responses.

Another area we will look at is how various jobs depend upon one another to maintain themselves.

Point to another example of an occupation on the bulletin board display.

Upon whom does this worker depend?

Place learner responses on the board. Accept all answers; do not judge correctness. You may refer to the bulletin board display again for other examples.

We will see just how these individuals may or may not depend upon one another.

Another thing we will learn is a way of classifying or grouping occupations. Now, the word classify or classifying may be a new word to you, so before we begin the main lessons, we are going to play a game called *Classification*,....a systematic or orderly arrangement in groups.

TASKS

In order to play the game, we will need to use the clock and keep a record of time in minutes and seconds.

Distribute paper to each learner.

Use this paper to keep a record of time for each part of the game.

It is important that each of you keep an accurate record of your time because you will be competing with yourself to improve your time score during the game.

The game is played with sets of cards; each set of cards is in a separate envelope. The sets contain these shapes.

Show Transparency 1 of the shapes used for playing "Classification."

Call learners' attention to:

1. *Five cards, marked with a triangle and numbered one to five, for each of six colors*
2. *Five cards, marked with a square and numbered one to five, for each of six colors*
3. *Five cards, marked with a circle and numbered one to five, for each of six colors*

There should be at least one set of cards for each group of two or three learners.

When you receive the set of cards, don't open the envelope until the signal to begin is given and don't mix your set of cards with another set. Keep them separated.

Distribute the envelopes containing the sets of cards.

The object of the game is to find, as quickly as possible, three particular cards in your set of cards. You will be given the color, number, and shape of each of the three cards. We will record the finishing time on the chalkboard for the first person or persons to find the three cards.

The instructor may hold up several of the cards as an illustration.

When the signal to begin is given, everyone will open his envelope and find the three cards. The first ones to find the three cards should hold them up to be checked and record their finishing time. Everyone else is to continue to look for the three cards and record his finishing time as soon as he is finished.

We will do this several times in several different ways. The first time is called round one, the second time round two, and so on. We are now ready for round one to begin. Are there any questions?

Here are the color, number, and shape of the three cards for round one.

Copy on chalkboard.

Example: Cards are selected at random.

	Color	*Number*	*Shape*
A.	*Pink*	*2*	*Circle*
B.	*Blue*	*3*	*Triangle*
C.	*White*	*1*	*Square*

Write down your starting time. Now, begin. Don't forget to write down your finishing time.

Help learners compute their total time. After everyone has finished, announce the finishing time for the first person or persons finished. Token awards may be given. Write the finishing time on the chalkboard.

NOTE: Any round may be repeated if time permits.

We are almost ready for round two. Before it begins, you will have one minute to arrange your cards into three "shape" groups (circle, square, triangle). Remember, don't mix your set of cards with another set. Put all of the cards with circles on one group, the triangles in another group, and squares in a third group. Are there any questions?

After one minute, announce:

Let's begin round two. Here are the color, number and shape of the three cards to be found in round two.

Copy on the chalkboard.

Example:	*Color*	*Number*	*Shape*
A.	*Green*	*4*	*Square*
B.	*Yellow*	*1*	*Circle*
C.	*Orange*	*3*	*Triangle*

Write down your starting time. Now, begin. Don't forget to write down your finishing time.

Help learners compute their total time. When everyone is finished, announce finishing time for the first person or persons finished. Token awards may be given. Write the finishing time on the chalkboard.

Before round three begins, take a minute to arrange your cards into three shape groups (circle, square, triangle), just as you did for round two. You can also arrange each of the shape groups into color groups by putting all green triangle cards in one group, all yellow triangle cards in one group, all white triangle cards in a group, etc. Do the same thing for all shape groups.

After one minute, announce:

We should be ready to begin round three now. Here are the color, number, and shape of the three cards to be found in round three.

Copy on the chalkboard.

Example:	*Color*	*Number*	*Shape*
A.	*White*	*4*	*Square*
B.	*Yellow*	*2*	*Circle*
C.	*Pink*	*5*	*Triangle*

Write down your starting time; begin. Write down your finishing time when you finish.

Help learners compute their total time. When everyone is finished, announce the finishing time. Token awards may be given. Write the finishing time on the chalkboard.

NOTE: A round four may be played by following the same *procedure as round three, except each group of cards is arranged in numerical order also. Any of the rounds may be repeated.*

At the conclusion of the last round of the "Classification Game," refer to the chalkboard, where the time required for each round is recorded.

Why did it take less time to find the three cards in round three than it took in round one?

Possible responses:

1. We were given time to arrange the cards by color and shape.
2. We sorted the cards into groups before we began.

SUMMARY

This arranging and sorting of the cards into groups is called classification, which is the name of the game we played. Classification saved us time in playing the game, and it can also save us time in our study of *Careers Calling*. For example, a book describing occupations defines more than 20,000 separate occupations.[1] Which of these occupations would you like to work in? How will you be able to choose from the more than 20,000 occupations? It would be impossible for you or anyone to study enough to know about all the occupations listed.

One way to help solve this problem is by learning about different occupational classifications, or groups. Each group of occupations includes many occupations that are alike in several ways. By studying about a particular group, you can learn something about all of the occupations in the group. If you can learn something about all the groups, you can know something about all occupations.

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[1] United States Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles. Volume I, Definitions of Titles. Washington: U. S. Government Printing Office, 1965, p. xv.

Also, once you have selected a particular occupation about which to study, knowing which classification it is in will enable you to find the information about it more quickly.

In our next session, we will explore a classification system called "Occupational Categories." At that time, we will see how occupations can be grouped into categories for more effective or detailed study.

SESSION TWO

INTRODUCTION

In our last session, we played a game called "*Classification* that helped us to understand how classifying can be helpful when we want to find something. We pointed out that it would be impossible for any of us to study about all of the more than 20,000 occupations available. But we can know something about them by studying about the groups they may be classified in.

In this session, we will explore a classification system called "Occupational Categories" (groups).

NOTE: Occupational categories are found in the Dictionary of Occupational Titles, from which some of the materials in the unit are taken. Neither learners nor instructors will need to use the Dictionary of Occupational Titles nor understand any of its concepts except those explained in the unit.

At the end of this session, you will find occupations in each of the categories. In order to do this, we will use information sheets explaining the meaning of occupational categories and showing examples of occupations. We will view examples of occupations in the categories, and we will have class competition in classifying occupations into categories.

Distribute folders.

All our materials for the unit will be kept in these career folders. It is important that each of you keep all the materials you will be given in your folder and have it with you for each lesson.

TASKS

The instructor has randomly selected 5 to 15 occupational titles from Information Sheet 4 and has copied them on the chalkboard. The list should include several titles such as sleever, dispatcher, fitter, tester, or yardman, which do not give obvious clues as to the category they are in.

Distribute "Number and Definition of Occupational Categories," (In 3) and discuss it with the learners. Call the learners' attention to the following points:

1. *There are nine categories and descriptions of each.*
2. *Each category is given a number; the first category is number 0 and 1, all others have one digit numbers 2-9.*
3. *Categories are divided on the basis of the kind of work done and the training required. For example, the occupations in the category numbered 0-1 are concerned with the professions of law, medicine, etc. and require education beyond high school. Category number 2 is concerned with clerical and sales activities and usually requires only a high school education.*

Refer to the list on the chalkboard and point out the following:

These occupations can be classified into the nine occupational categories.

Point to one occupational title.

According to Information Sheet 3, which category do you think this occupation would be in?

Allow class to respond and arrive at a concensus. Write the name of the category on the board beside the occupation.

What is the number of this category?

Write the number on the chalkboard beside the name of the category. Repeat this process for all of the occupational titles listed on the board.

Distribute Information Sheet 4, "Representative Occupations With Code Numbers," (In 4). Call the learners' *attention to the code numbers in the right hand column.*

The first digit, or numeral, indicates which category these occupations are in and corresponds to the category number on Information Sheet 3.

The learner compares the two information sheets.

The other digits indicate other classifications of the occupations. We will use some of these other digits later, so don't pay any attention to them now. We will use only the first digit at this time.

On *Representative Occupations With Code Numbers, (In 4)* draw a vertical line to the right of the first digit of the code number. This separates the first digit from the other digits and will remind you to use only the first digit.

Show "Occupational Categories" (Tr 5), with a representative occupation for each category.

OCCUPATIONAL CATEGORIES

0-1. Professional, technical, managerial - dental hygienist - 048.368
2. Clerical and sales - sales clerk - 290.478
3. Service - cosmetologist - 332.271
4. Farming, fisheries, forestry - farmer - 421.181
5. Processing - press feeder - 583.886
6. Machine trades - automobile mechanic - 620.281
7. Bench worker - watch repairmen - 715.281
8. Structural - carpenter - 860.381
9. Miscellaneous - artist - 970.381

Note that the first digit of each code number is the same as the category number.

The instructor demonstrates how to find the category of occupations listed on Information Sheet 4 by using a code number.

Call the learners' attention to the list of occupations on the chalkboard.

The occupations on this list are also found on Information Sheet 4. Now that we know that the first digit of the code number is also the category number, let's check the number of the category we thought the occupation was in with the first digit of the code number on Information Sheet 4.

The learners check the category number written on the board for each occupation with its code number on Information Sheet 4.

Did any of the numbers we listed on the board differ with code numbers for categories on Information Sheet 4?

Learners respond orally.

Any errors we made in selecting category numbers are probably due to the fact that the occupational title does not always give us a clue to its category. That is the reason the code numbers are valuable; they tell us exactly what category an occupation is in.

Ask learners to orally identify from Information Sheet 4 another occupation for each of the nine categories by using code numbers from Information Sheet 4 and category numbers from Information Sheet 3.

Now we're ready for a class game in which each of you uses Information Sheets 3 and 4. You may work individually or in small groups of two or three. The object of the game is to see how quickly you can find the information asked for on Information Sheets 3 and 4.

First, turn over Information Sheets 3 and 4 on your desks. The first question is:

How many occupations on Information Sheet 4 are in the (particular) category? Take, for example, the service occupations category. When I signal, turn over Information Sheets 3 and 4 and count the number of occupations in the category.

You will get the number for each category from Information Sheet 3 and use the first digit of code numbers on Information Sheet 4 to determine how many on the list are in the category.

If necessary, the instructor should demonstrate the procedure.

The first individual or group finished with the correct answer is the winner. Are there any questions?

Discuss any questions.

Ready, begin.

The instructor may provide token rewards for winners.

This procedure may be repeated until all nine categories have been used.

The answers for the number of occupations in each category on Information Sheet 4 follow:

Category No. 1 -- 43 occupations
Category No. 2 -- 11 occupations
Category No. 3 -- 15 occupations
Category No. 4 -- 2 occupations
Category No. 5 -- 1 occupations
Category No. 6 -- 9 occupations
Category No. 7 -- 3 occupations
Category No. 8 -- 10 occupations
Category No. 9 -- 4 occupations

SUMMARY

In this session, we have used information sheets to classify occupations into categories. In class competition, you had practice in using code numbers for classifying occupations. In our next session, we will classify several occupations into categories and begin an art activity to illustrate how occupations are classified into categories. All of your information sheets and materials should now be placed in your career folder so that you will have it readily available for the next session.

SESSION THREE

INTRODUCTION

In our last session, we had practice in classifying occupations into categories. In this session, we will classify several occupations into categories and begin an art activity to illustrate how occupations are classified into categories. To do this, you will need to refer to Information Sheets 3 and 4 in your career folder.

TASKS

Let's have a brief review so you're sure you remember how to use code numbers to classify the occupations listed on Information Sheet 4.

Conduct a brief review. Refer to the previous session if necessary.

Now copy in your career folders the names of the nine occupational categories. Beside each write the name(s) of no more than five occupations from Information Sheet 4. Place Information Sheets 3 and 4 in your career folder. When you have completed this, share your choices with your classmates if you like. You might check each other's choices to see if any errors in classification were made.

SUMMARY

You have used Information Sheets 3 and 4 for classifying occupations. We discovered that categories have code numbers, and you have practiced using code numbers to identify the occupational categories for several occupations. You have copied the nine categories into your career folder, along with representative occupations for each category. Now, place all materials in your career folder and have your folder with you for the next lesson.

We are now ready to begin planning an art activity in which you will work individually or in small groups of two or three to make posters, displays, or collages illustrating occupational categories. You may use cutouts from old magazines in the classroom, cartoons, drawings, or other original ideas for illustrating occupations or activities in each category. During this planning session, gather material and make rough sketches or diagrams of how you will illustrate the occupational categories. If you have time and materials during this session, go ahead and start the art work you planned.

In our next session, we will use another source to apply what we have learned about classifying occupations during this session. We will continue the art activity, too. You may want to look for out-of-class materials for the art activity and bring them to class next time. These may be old magazines, pictures, or other special materials that you would like to use.

SUPPLEMENTAL ACTIVITIES

The learners may go to the library and locate information about careers in reference books. They will make a written report to be placed in their career folders.

The learners may use the dictionary to write sentences using new vocabulary words as they are related to occupational categories.

The learners may read library books related to a particular career in which they are interested (see Appendix B for suggested titles).

The learners may classify and rearrange pictures on the bulletin board display into occupational categories.

ASSESSMENT PROCEDURES

DESCRIPTION

A matching item is used to assess the achievement of the objective.

DIRECTIONS .

Learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

0-1 -d, 2-a, 3-g, 4-b, 5-f, 6-h, 7-i, 8-c, 9-e

Name ______________________________

Date ______________________________

Lesson 1

ASSESSMENT ITEM

In which of the occupational categories will the following occupations be classified?

OCCUPATIONAL CATEGORIES

Numbers	Names
0.	
____1.	Professional, technical, and managerial occupations
____2.	Clerical and sales occupations
____3.	Service occupations
____4.	Farming, fishery forestry, and related occupations
____5.	Processing occupations
____6.	Machines trades occupations
____7.	Bench work occupations
____8.	Structural work occupations
____9.	Miscellaneous occupations

OCCUPATIONS

a. Cashier 211.368

b. Farmer 421.181

c. Carpenter 860.381

d. Accountant 160.188

e. Truck Driver 905.883

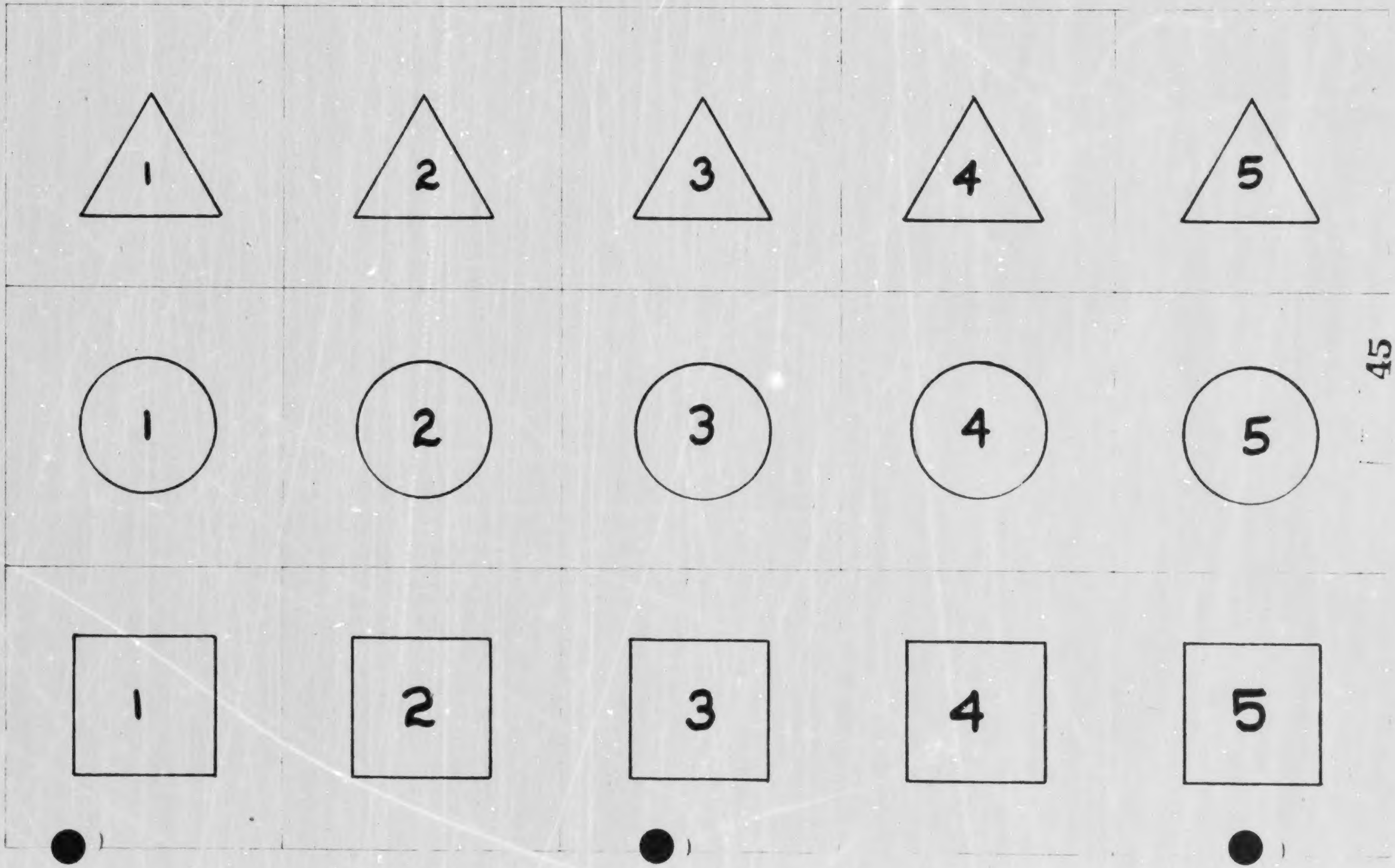
f. Press Feeder 583.886

g. Cosmetologist 332.271

h. Automobile Mechanic 620.281

i. Television Repairman 728.281

CLASSIFICATION GAME CARDS


1
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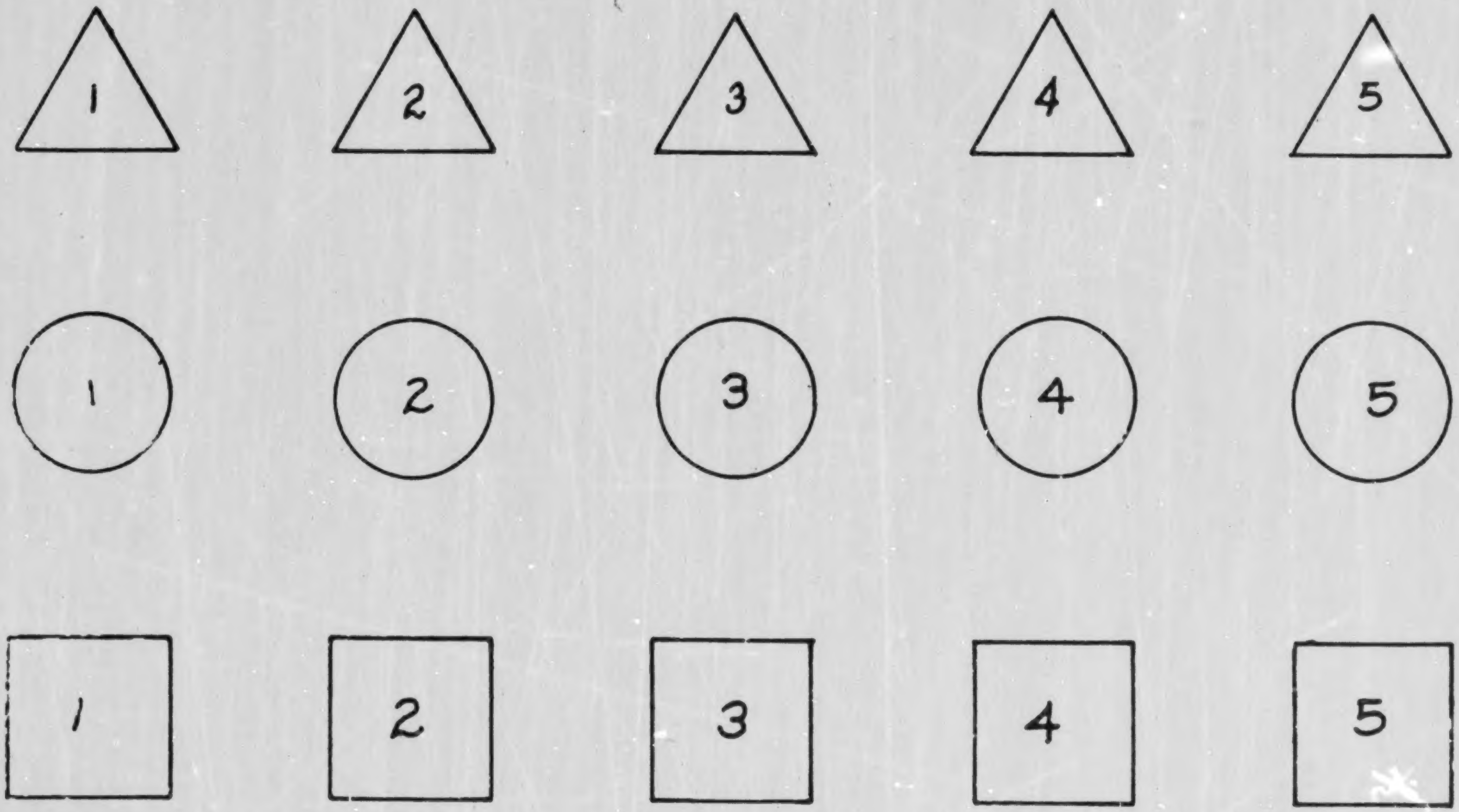
5
1
2
3
4
5

FOR CLASSIFICATION GAME CARDS SET

INSTRUCTIONS: (1) Make a thermo-fax ditto master copy of this page (2) Make copies from ditto master on each of six different colors of paper (pink, blue, green, white, orange, yellow), (3) Use paper cutter to cut the colored paper into 15 square pieces, with one of the shapes (triangle, circle, square) on each piece, (4) Place sets of cards in envelopes, one set per each envelope. (Set consists of fifteen figures below on each of the six colors.)



Name___________________

Date___________________

Lesson 1, In 3

NUMBER AND DEFINITION OF OCCUPATIONAL CATEGORIES[2]

INFORMATON SHEET

0-1. PROFESSIONAL, TECHNICAL AND MANAGERIAL OCCUPATIONS

Included in this group are doctors, lawyers, teachers, engineers, architects, sales managers, administrators, artists, technicians, etc. To enter such occupations it is usually necessary to have an education beyond high school - in a university, junior college or technical school.

2. CLERICAL AND SALES OCCUPATIONS

This group includes occupations concerned with writing and records, collecting accounts, and selling.

It also includes occupations such as typists, bank tellers, bookkeepers, keypunch operators, sales persons, and stock clerks. Many of these occupations are open to high school graduates, especially those who have had some kind of business or office training.

3. SERVICE OCCUPATIONS

In this group are included those individuals doing personal service in private homes (such as maids); serving food and drinks in public places (waiters, bartenders); providing lodging service (boardinghouse keepers, bellmen); barbering and related services (barbers, beauticians); recreational services (cinema ushers, bowling alley attendants); and protection services (policemen, firemen).

4. FARMING, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

This group includes occupations concerned with growing, harvesting, catching, and gathering plant and animal life and their products, and occupations concerned with providing services in support of these activities. (Gardeners, nurserymen, etc.)

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[2] Center for Vocational and Technical Education. Career Information System Model. Columbus, Ohip: Ohio State University Press, 1972, pp. 38-40

47

5. PROCESSING OCCUPATIONS

"Processing" means producing a new material or products from any other material or product by chemical means or by physical actions like crushing, mining, and grinding. This group includes cooking and baking occupations, and many occupations in the soap, glass, paper, petrrleum, gas, and related industries. Many high school graduates and non-graduates find beginning opportunities in these occupations.

6. MACHINE TRADES OCCUPATIONS

Persons in these occupations are working in setting up, maintaining, and repairing machines and equipment used for making parts out of materials like metal, paper, wood, and stone. This group includes machinists, toolmakers, auto mechanics, typesetters, cabinetmakers, and machine operators. Most jobs in this category call for skills which can be obtained by training and experience. Many enter these occupations as apprentices or helpers.

7. BENCH WORK OCCUPATIONS

Persons in these occupations work on relatively small objects and materials such as watches, jewelry, light bulbs, and musical instruments. They usually work on benches, worktables, or conveyors, where they use hand tools and bench machines. Beginning workers are assigned to a given step in the production and process, and they gradually move on to more difficult steps.

8. STRUCTURAL WORK OCCUPATIONS

Those working in these occupations make, put in place, and repair buildings or building parts such as houses, bridges, roads, motor vehicles, airplane engines, steel plates, and frames. Included among them are tinsmiths, coppersmiths, sheet metal workers, boilermakers, welders, and bricklayers. Many enter these occupations as apprentices or helpers.

9. MISCELLANEOUS OCCUPATIONS

These are occupations which do not fit into any of the other categories. They include occupations in the transportation services, production and distribution of gas, water, steam and electricity, amusement or entertainment services, packaging and warehousing, etc.

Name ____________________

Date ____________________

Lesson 1, In 4

REPRESENTATIVE OCCUPATIONS[3] WITH CODE NUMBERS

The following listings are typical of occupations:

Accountant	160.188
Actor/Actress	150.048
Agronomist	040.081
Appliance Serviceman	637.281
Architect	001.001
Artist	970.381
Author	130.088
Automobile Mechanic	620.281
Barber	330.371
Bell Captain	324.138
Bookkeeper	210.388
Brick Layer	861.381
Butler	309.138
Car Hop	311.878
Carpenter	860.381
Cashier	211.368
Caseworker	195.108
Cement Mason	844.884
Choreographer	151.028
Claim Adjuster	241.168
Clown	159.048
Complaint Clerk	221.387
Composer	152.088
Cosmetologist	332.271
Counselor, School	045.108
Customs Agent	188.164
Dairy Technologist	040.081
Dancer	155.048
Dental Assistant	079.378
Dental Hygienist	048.368
Die Maker	601.280
Dispatcher	912.883
Educational Therapist	091.228
Electrician	824.281
Farmer	421.181
Farm Hand	421.883
Fish and Game Warden	379.168
Fitter	801.281
Foreman	619.130
Forester	040.081
Horticulturist	040.081
Instrument Repairman	710.281
Instrumental Musician	152.048
Insurance Clerk	219.388
Lawyer	110.108
Lineman	822.381
Machinist	600.280
Maid	323.887
Maitre d'hotel	187.168
Manicurist	331.878
Masseur	334.878
Mime	159.048
Mining Engineer	010.081
Mounter	692.886
Newspaper Carrier	291.868
Nurse	075.378
Office Machine Serviceman	633.281
Orchestra Leader	152.048
Orderly	355.878
Painter	840.781
Personnel Clerk	205.368
Petroleum Engineer	010.081
Photographer Cameraman	143.062
Physician	070.108
Physical Therapist	079.378
Plasterer	842.781
Plumber	862.381
Police Chief	375.118
Porter	357.878
Press Feeder	583.886
Professional Athlete	153.378
Professor	009.228
Public Works Commissioner	188.118
Range Manager	040.081
Reducing Salon Attendant	614.885
Reporter	132.368
Sales Clerk	290.478
Sculptor	148.081
Seed Analyst	040.381
Sheet Metal Worker	804.281
Sleever	641.886
Social Worker	195.108
Soil Scientist	040.081
Stock Checker	223.387

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[3] Ibid., pp. 36,37.

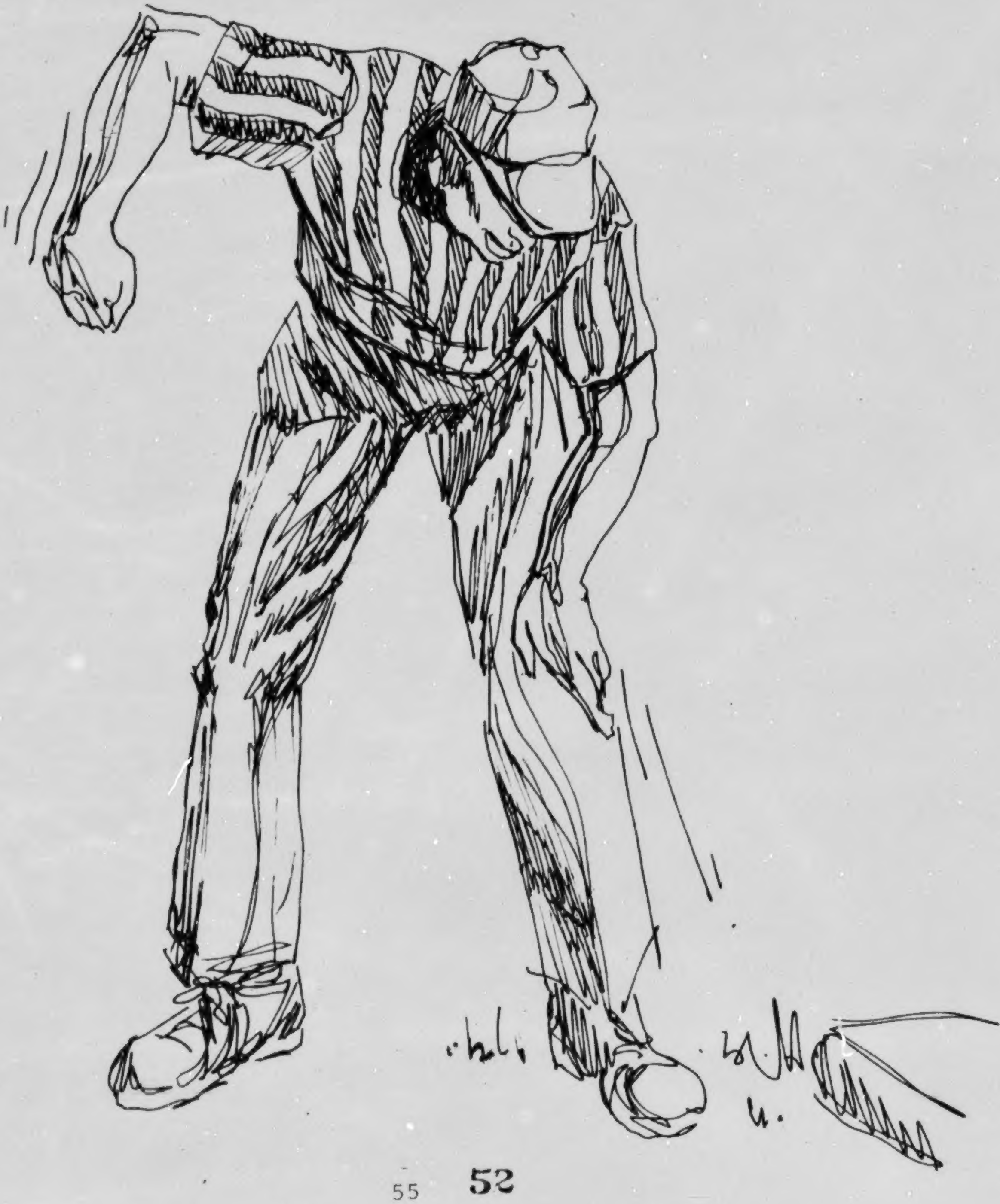
REPRESENTATIVE OCCUPATIONS WITH CODE NUMBERS (Continued)

Teacher	092.228
Television Repairman	720.281
Teller	212.368
Tester	011.381
Title Clerk	168.368
Traffic Patrolman	375.268
Truck Driver	905.883
Tutor	099.228
Umpire	153.268
Usher	344.878
Valet	309.878
Watch Repairman	715.281
Yardman	919.887

OCCUPATIONAL CATEGORIES

Category Number	Category	Occupation Example	Code Number
0 - 1	Professional, technical managerial	Dental hygienist	048.368
2.	Clerical and sales	Sales clerk	290.478
3.	Service	Cosmetologist	332.271
4.	Farming, fisheries, forestry	Farmer	421.181
5.	Processing	Press Feeder	583.886
6.	Machine trades	Automobile mechanic	620.281
7.	Bench Worker	Watch repairman	715.281
8.	Structural	Carpenter	860.381
9.	Miscellaneous	Artist	970.381

Lesson 1, Pic S 6



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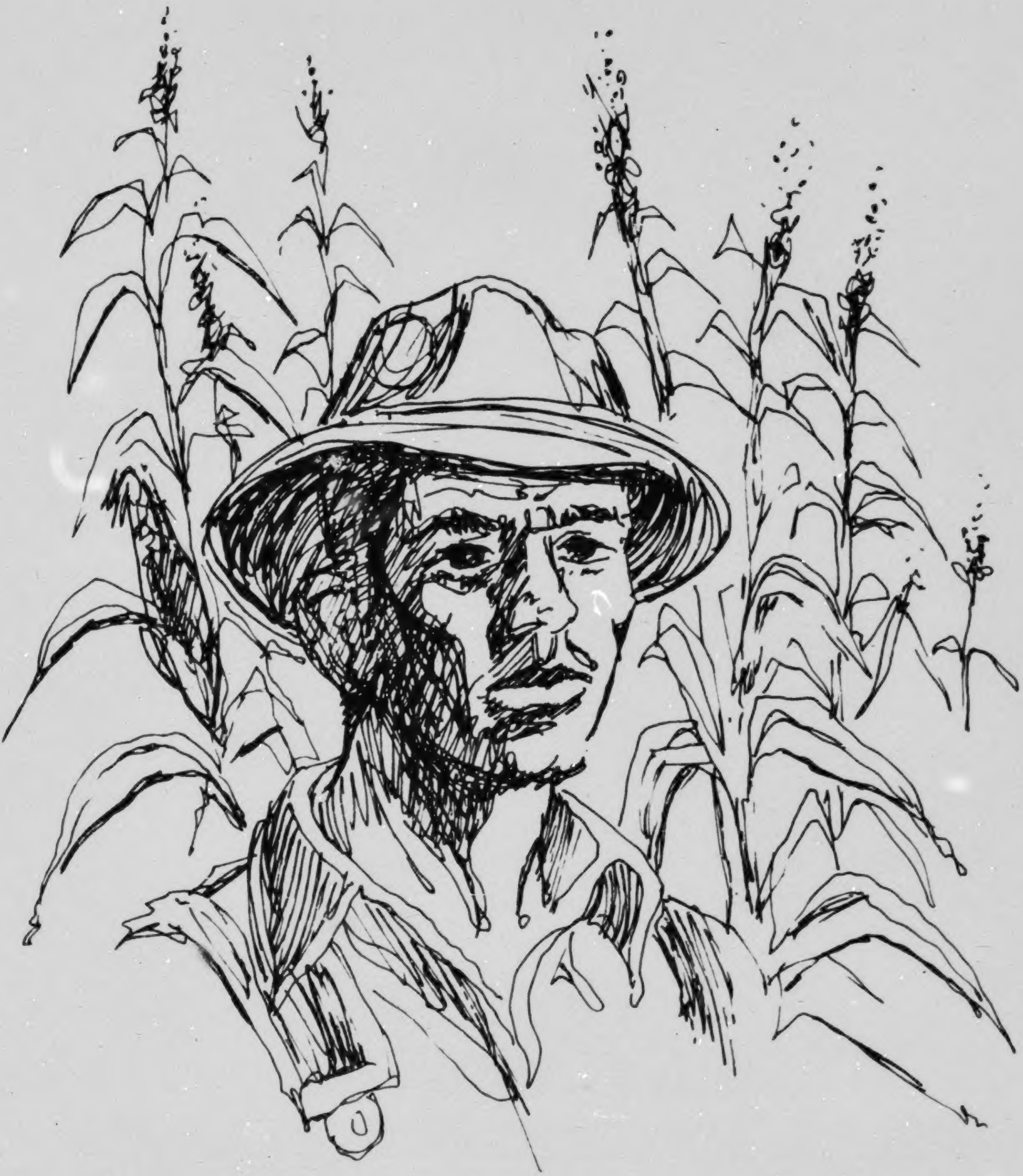

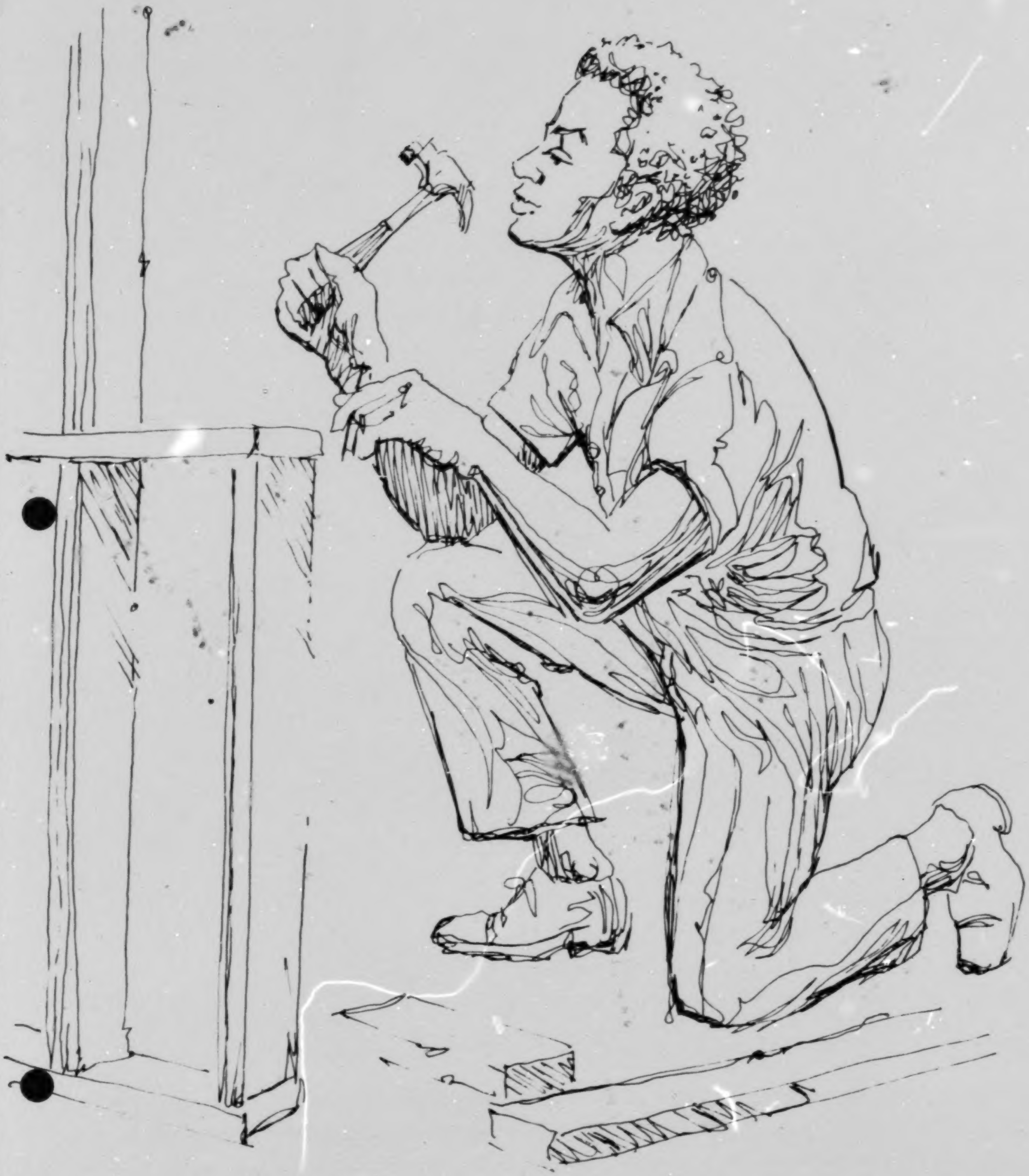

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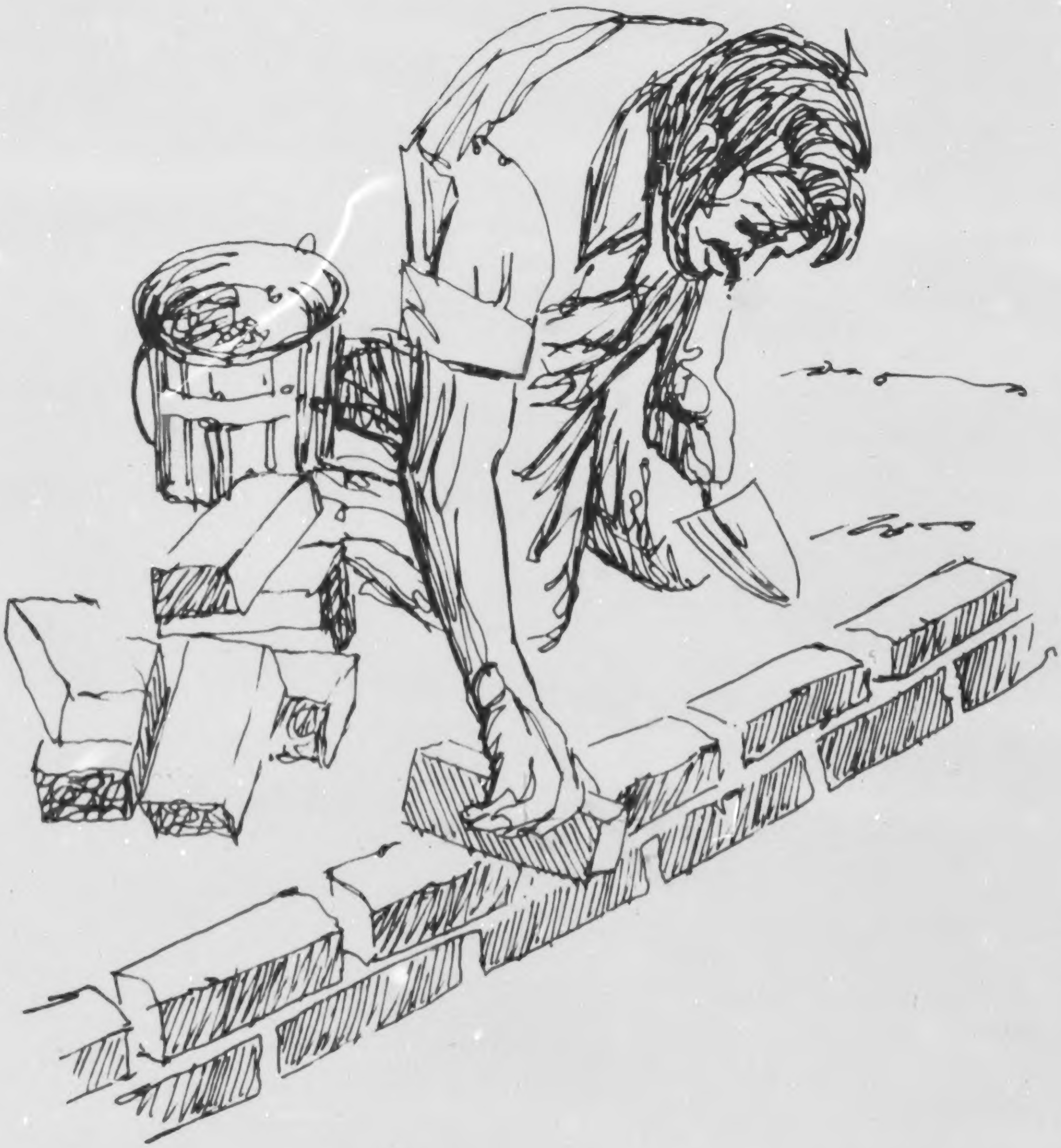

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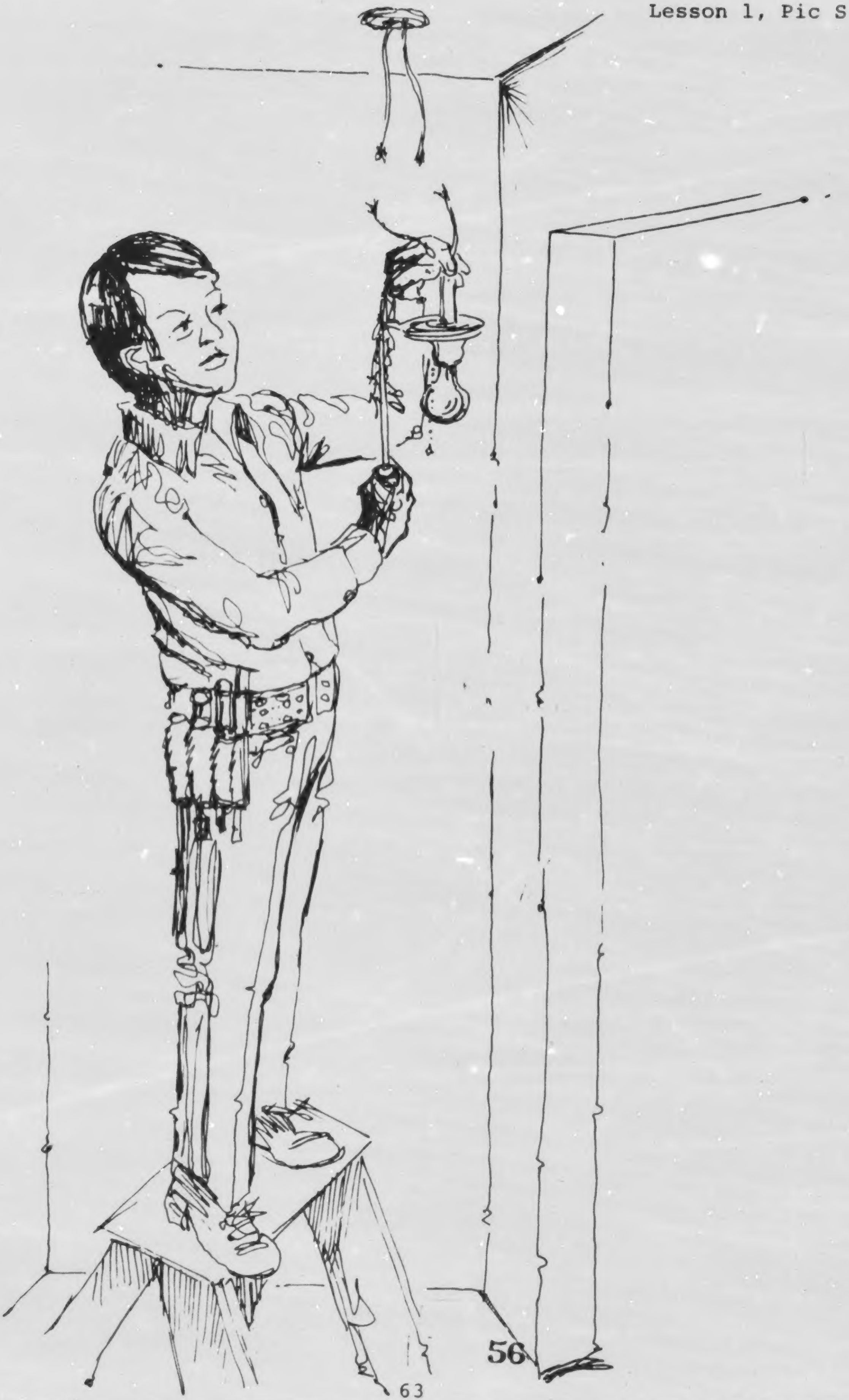

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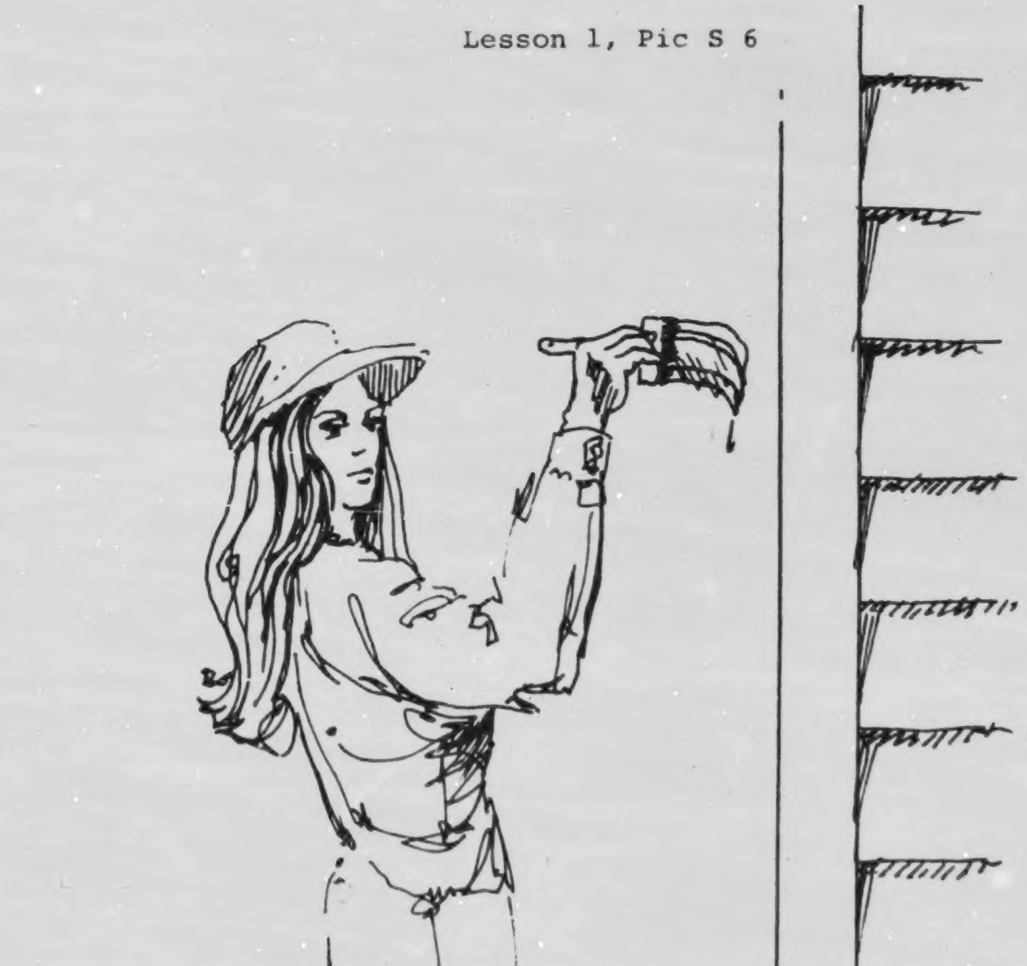

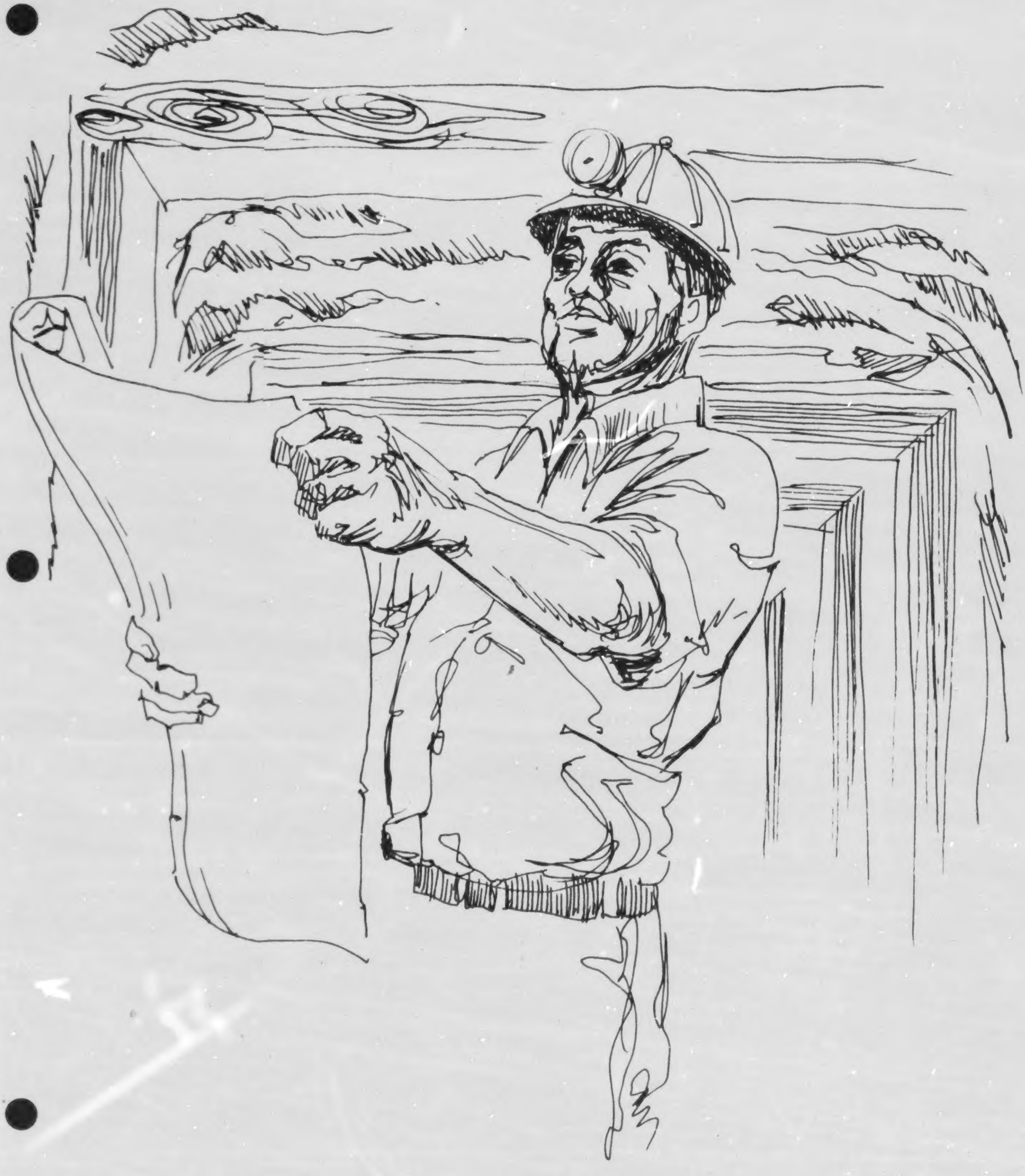

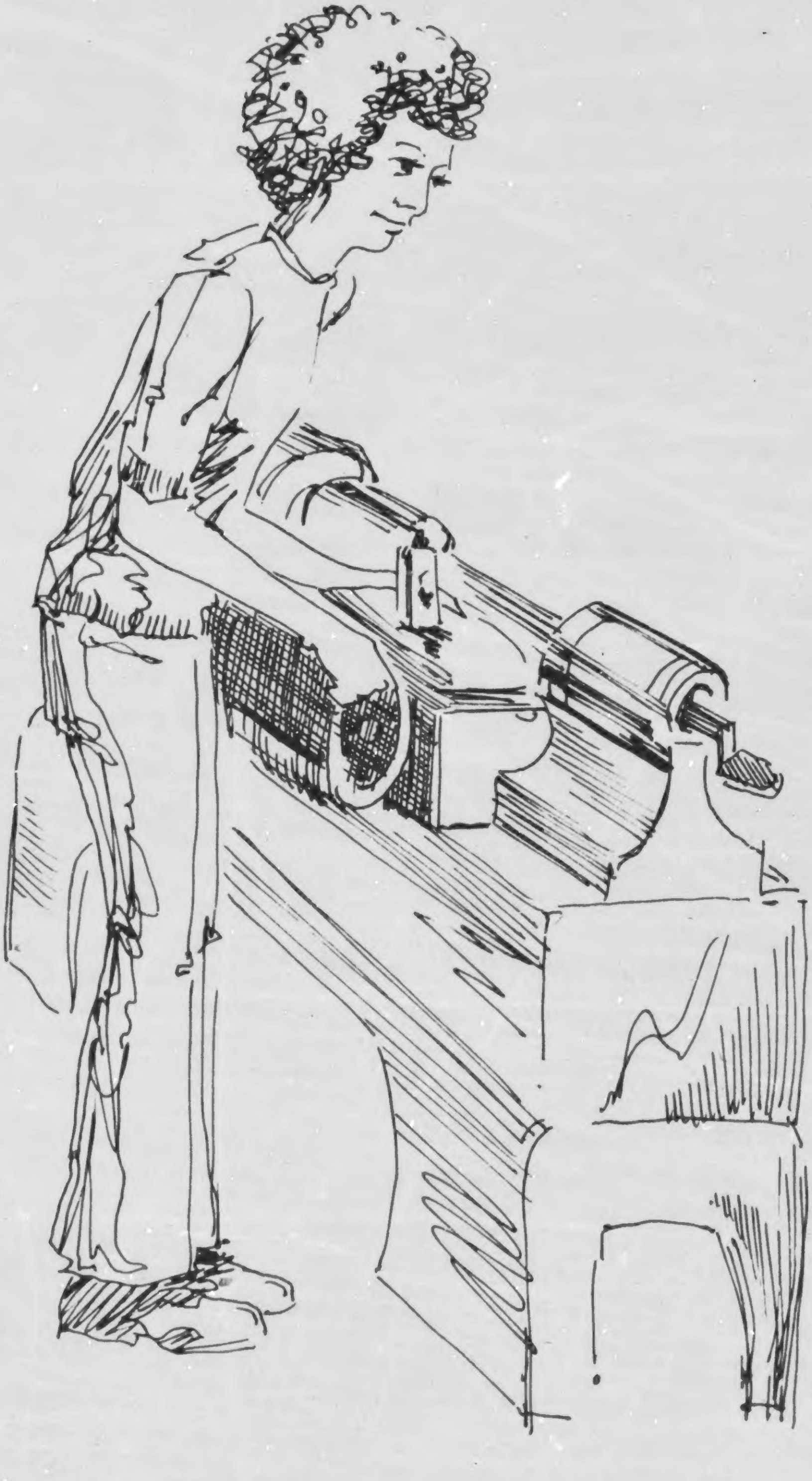

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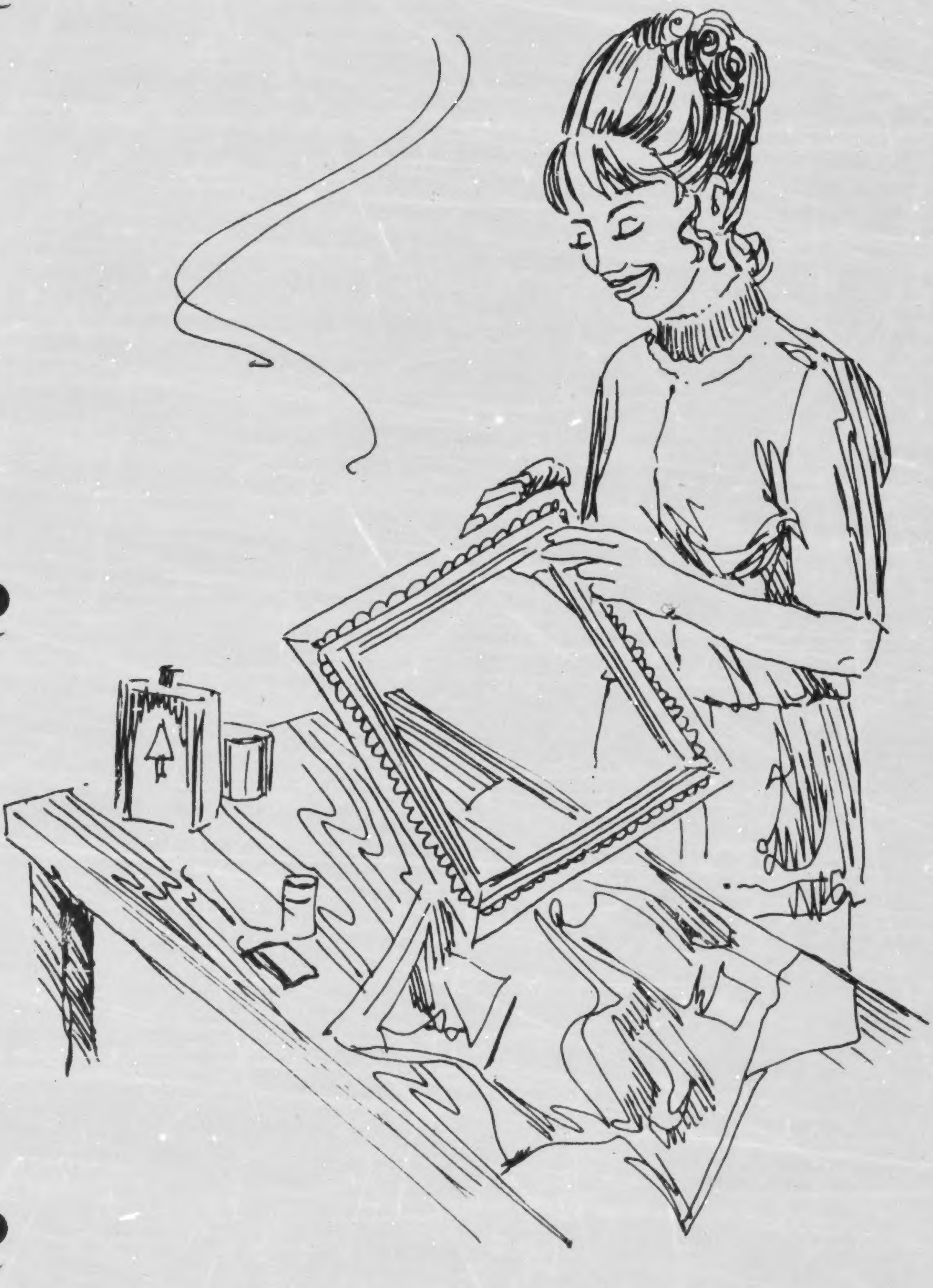

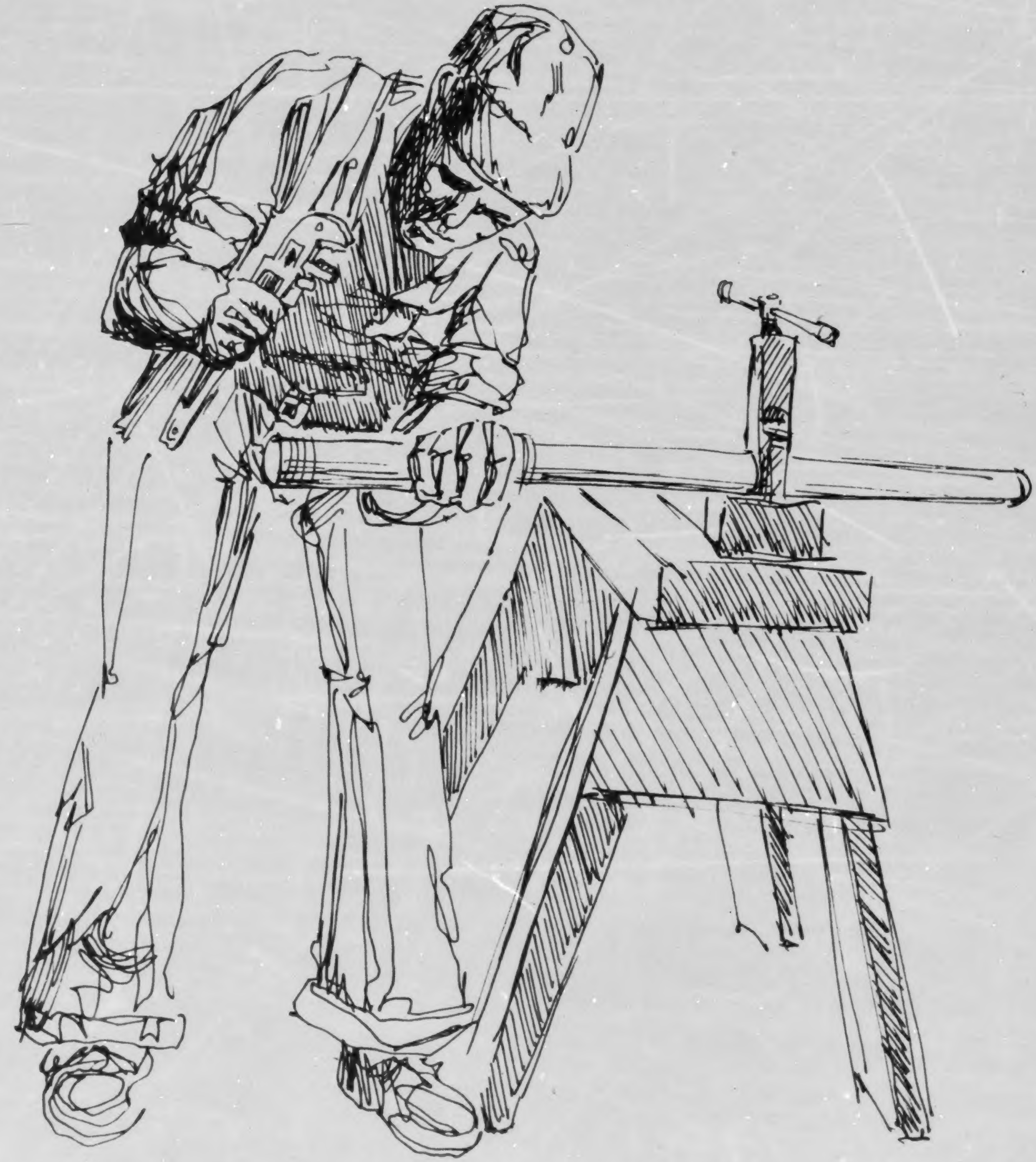

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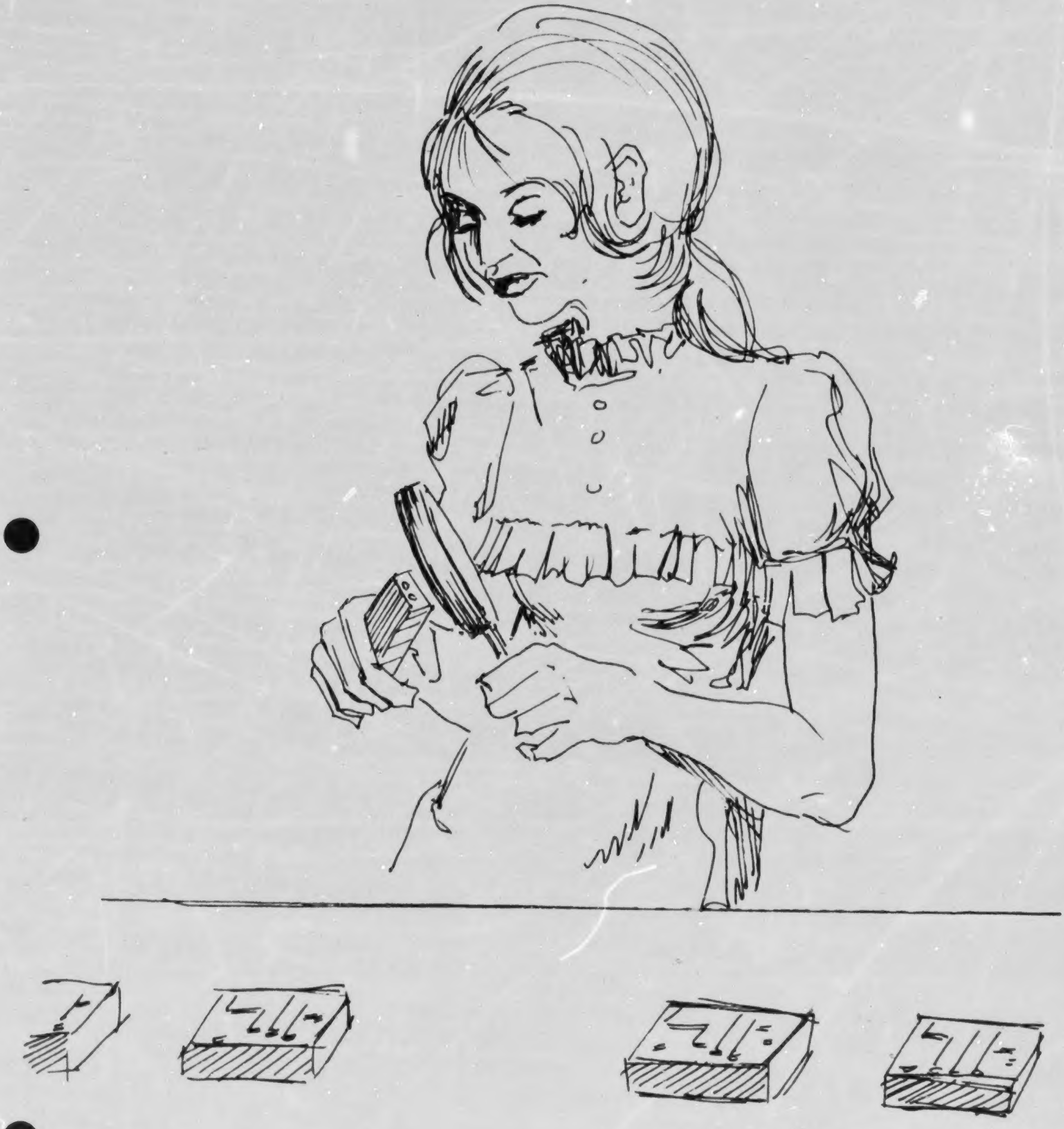

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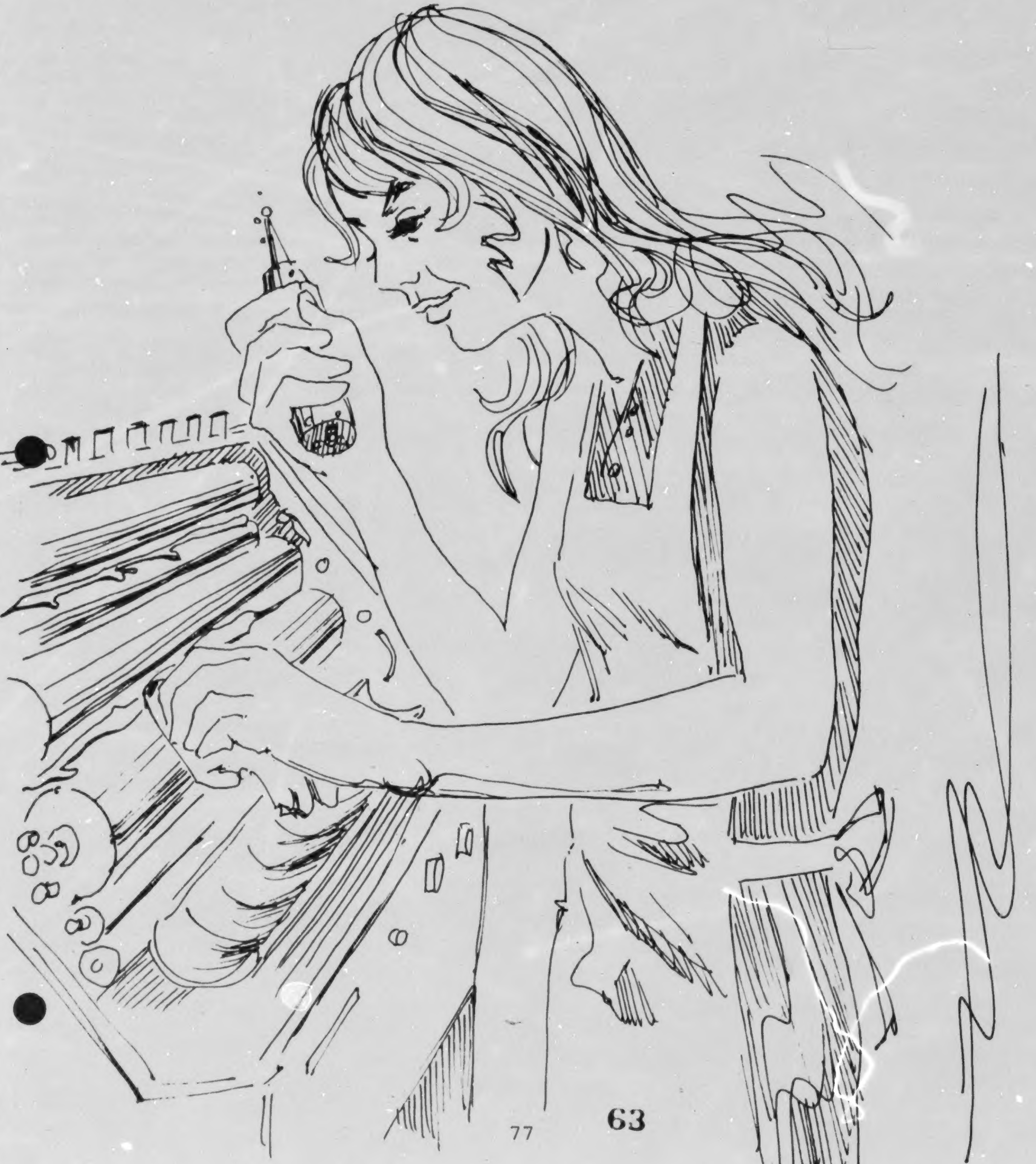

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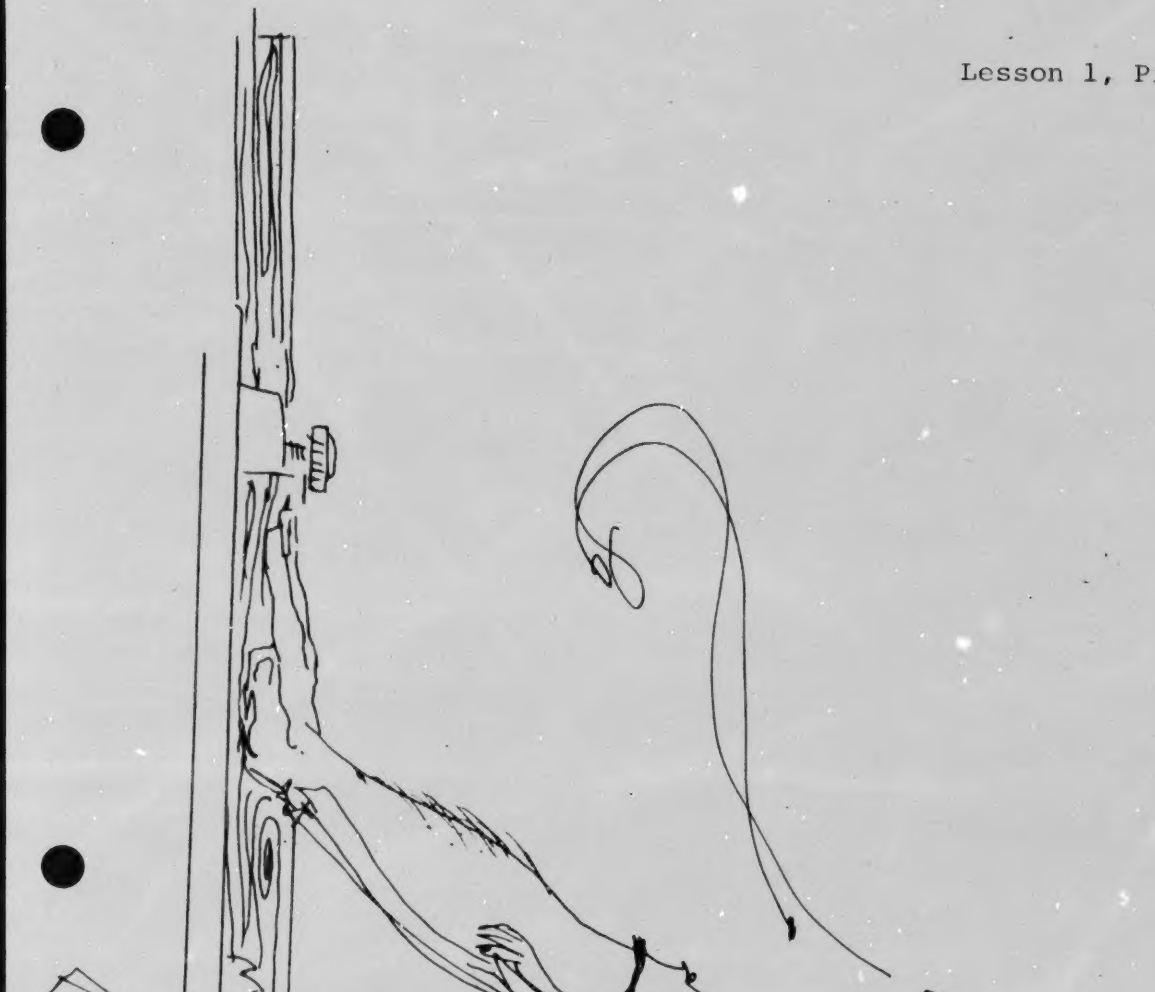

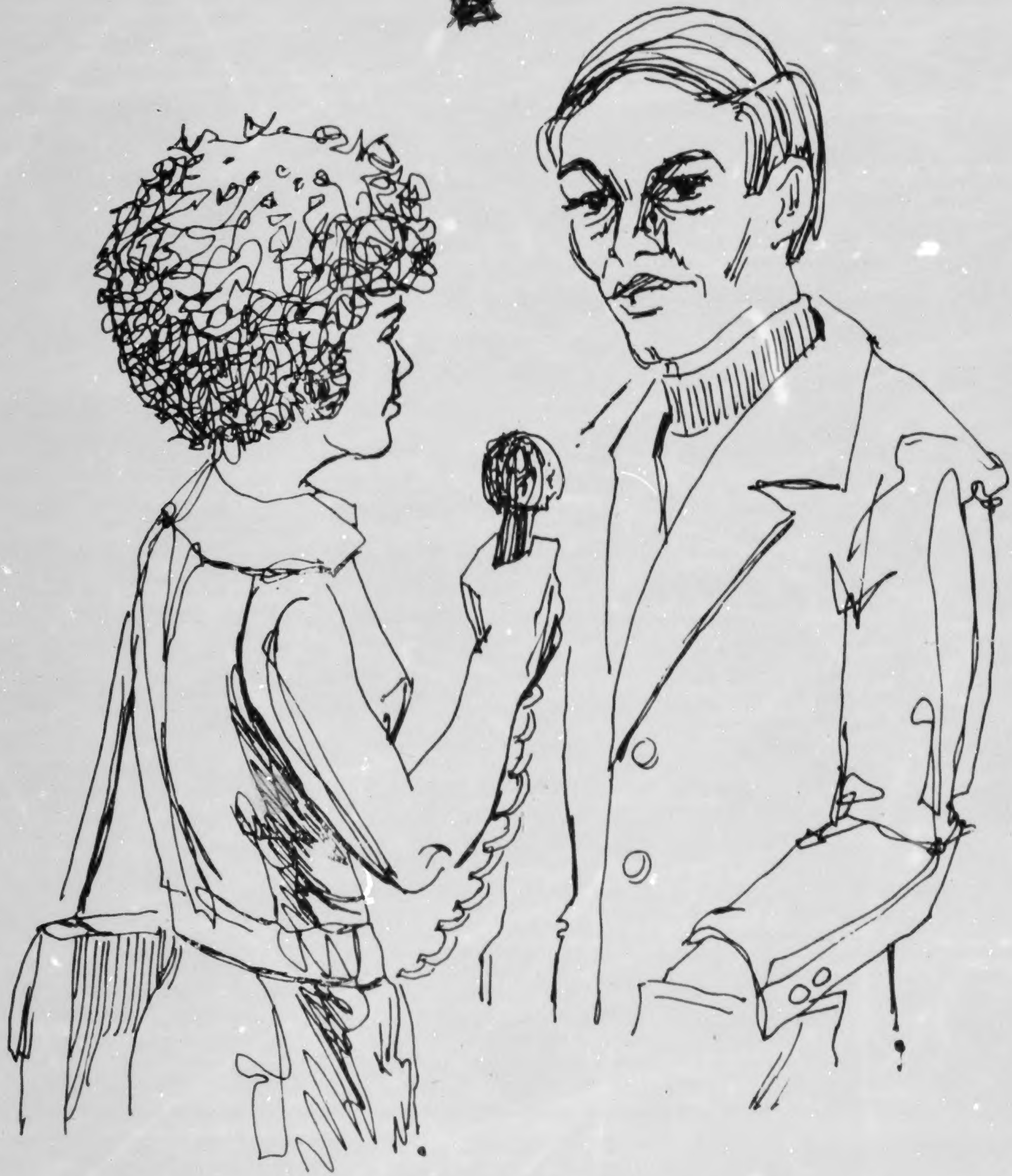

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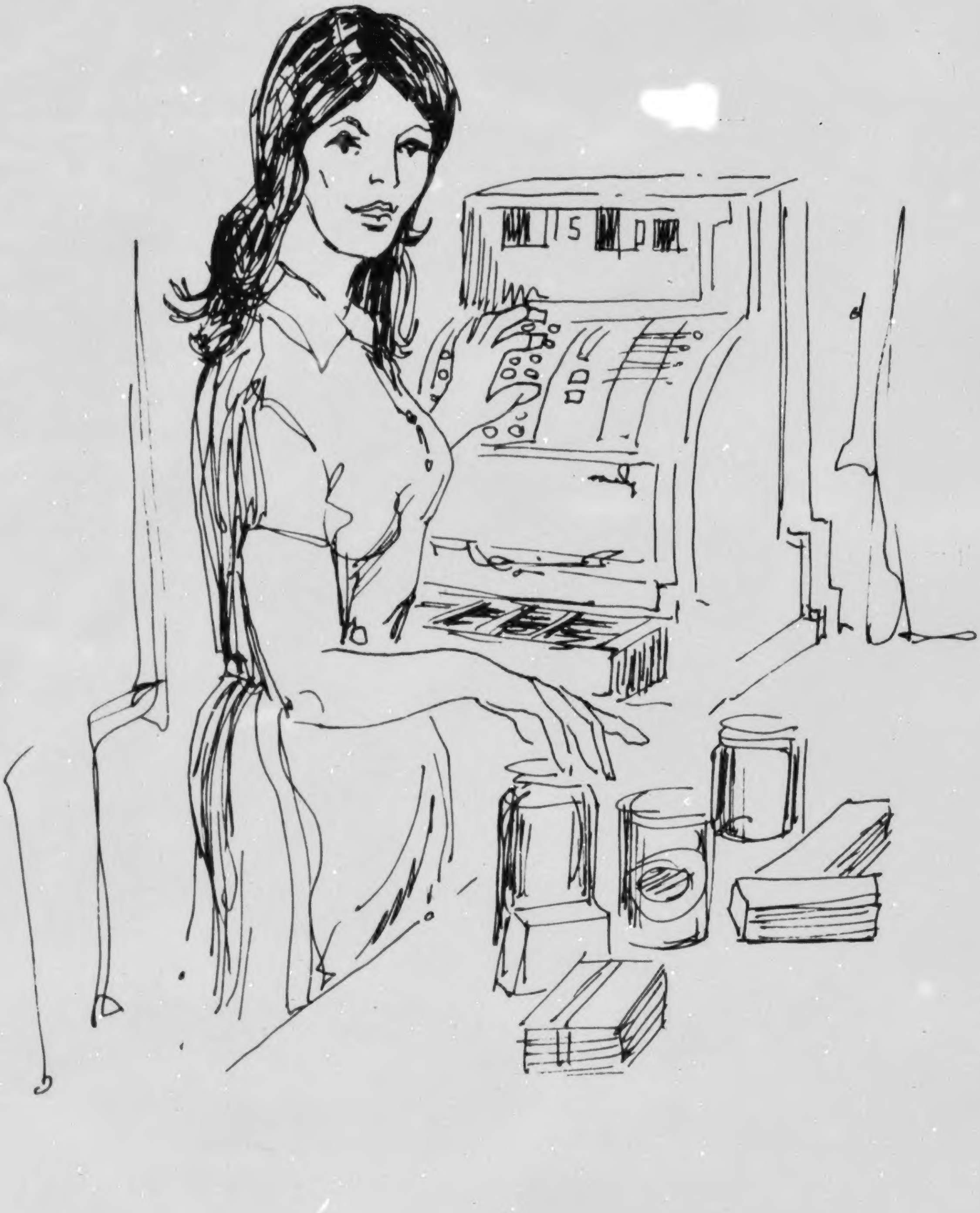

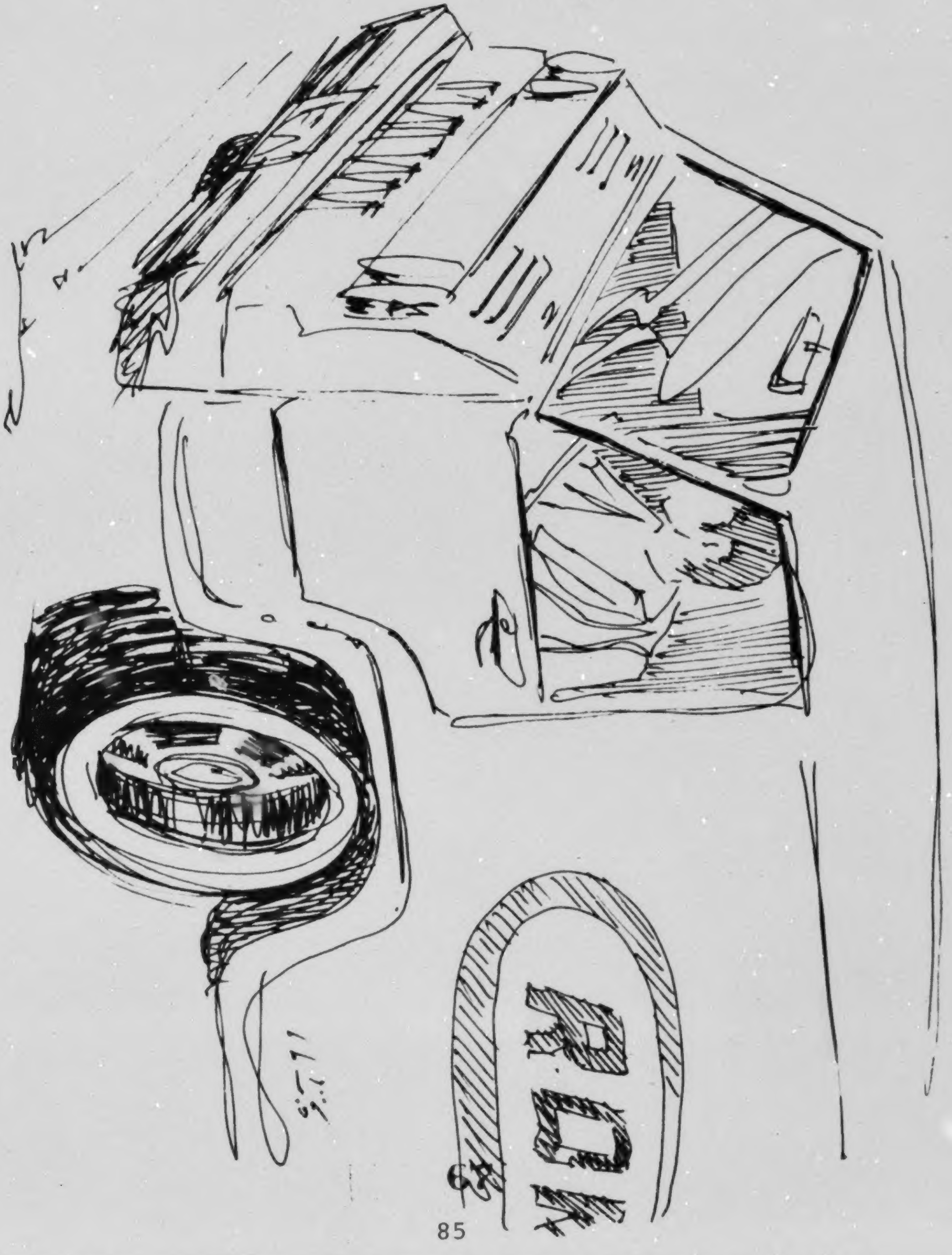

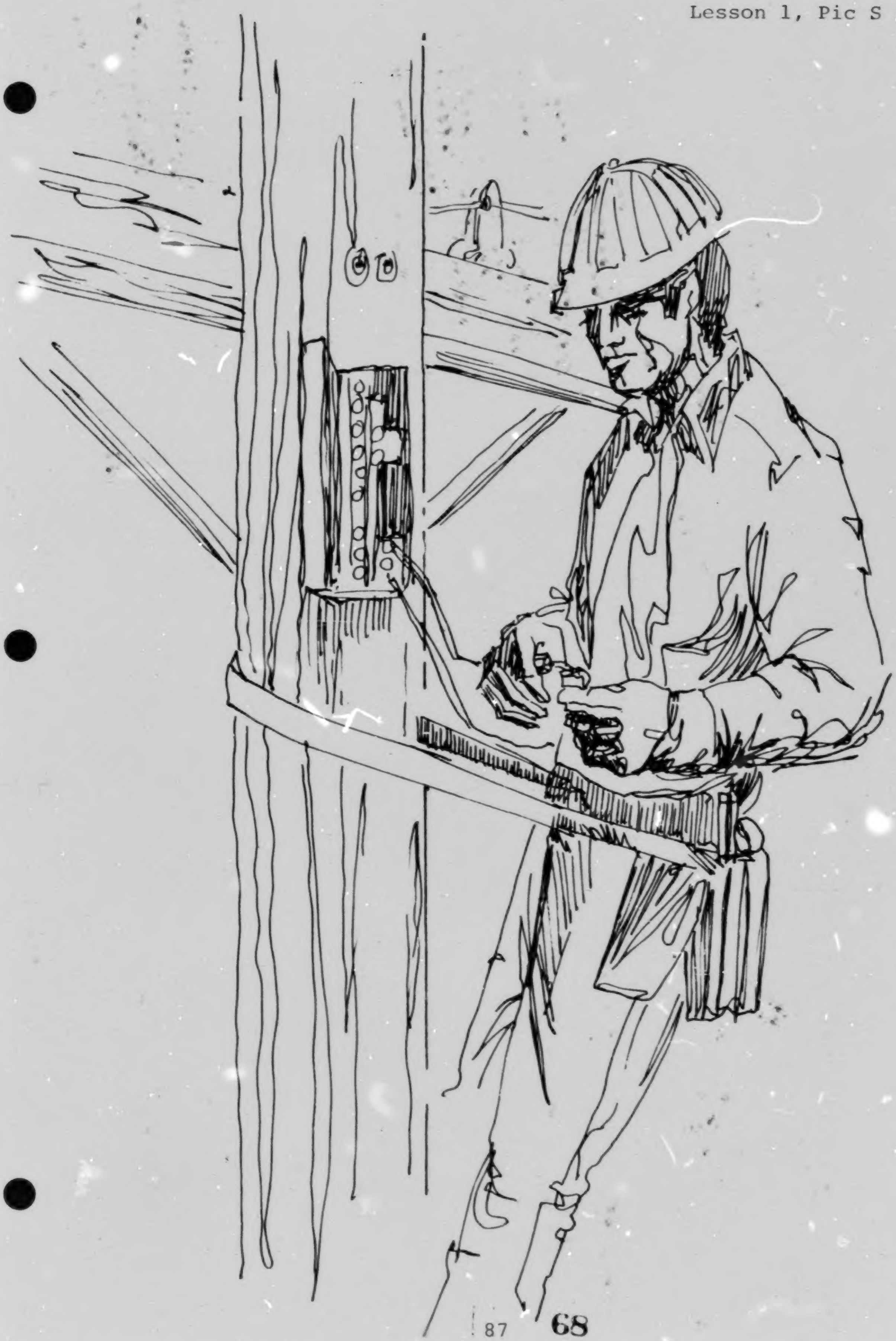

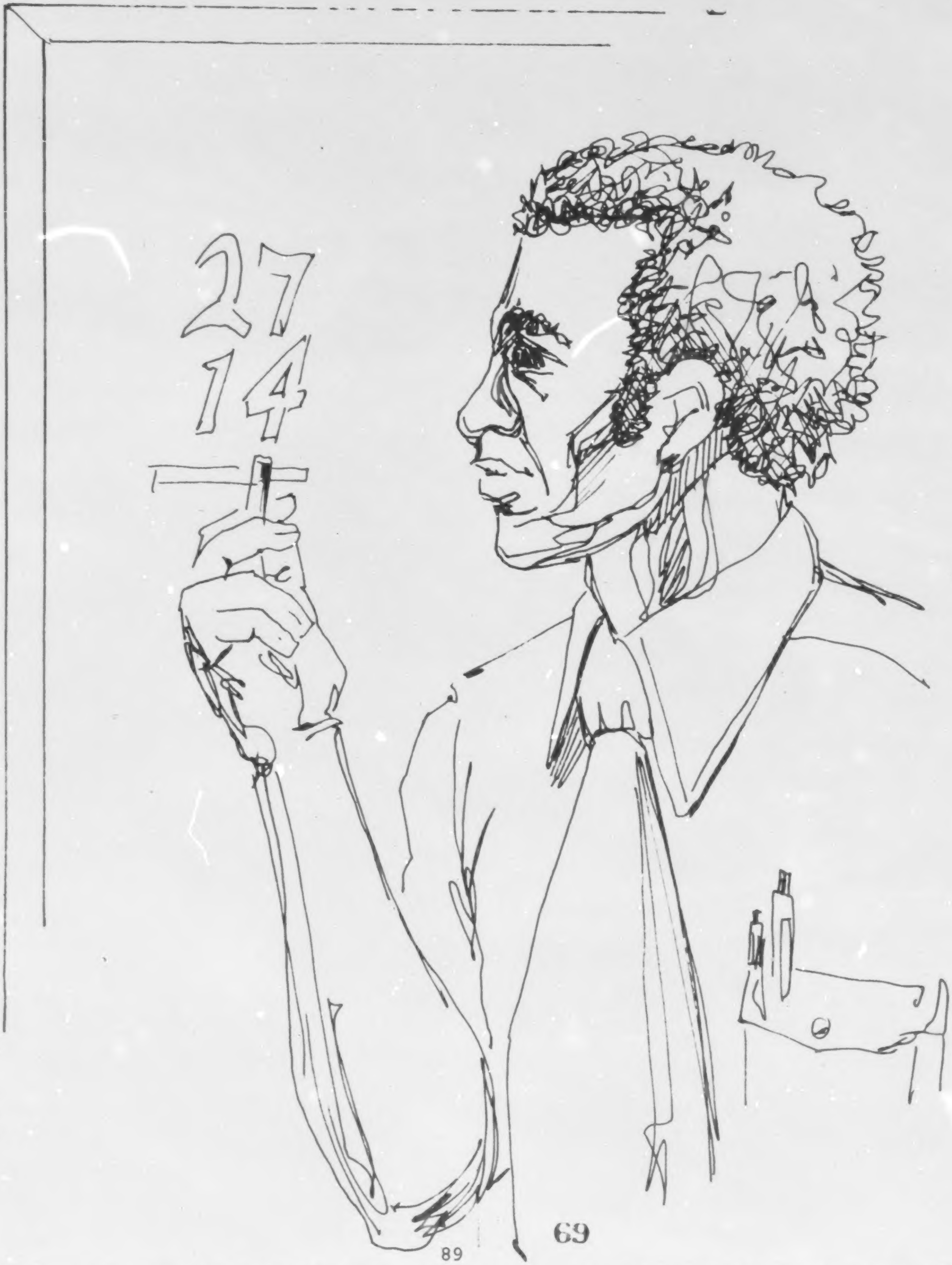
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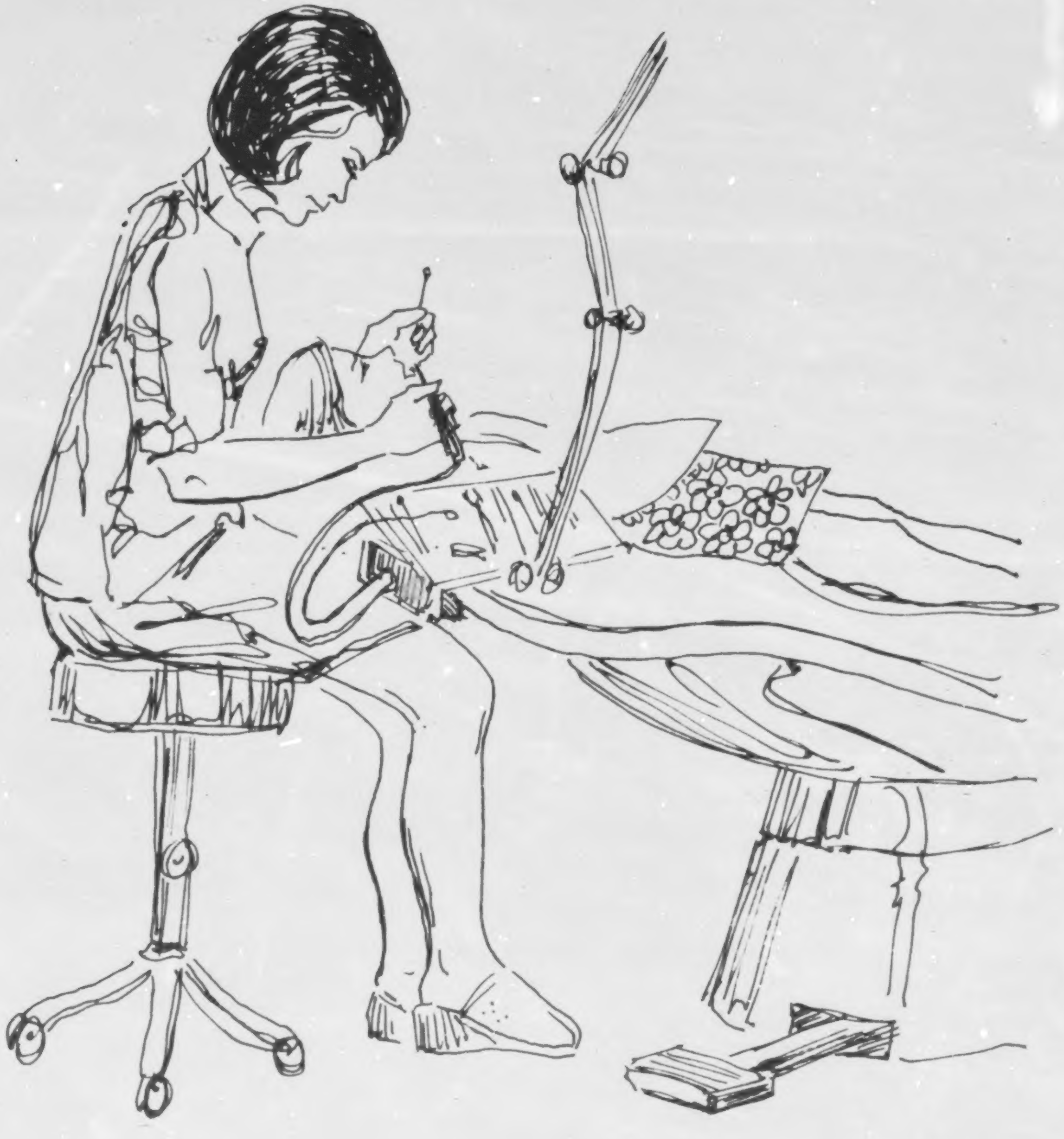
Lesson 1, Pic 5 6



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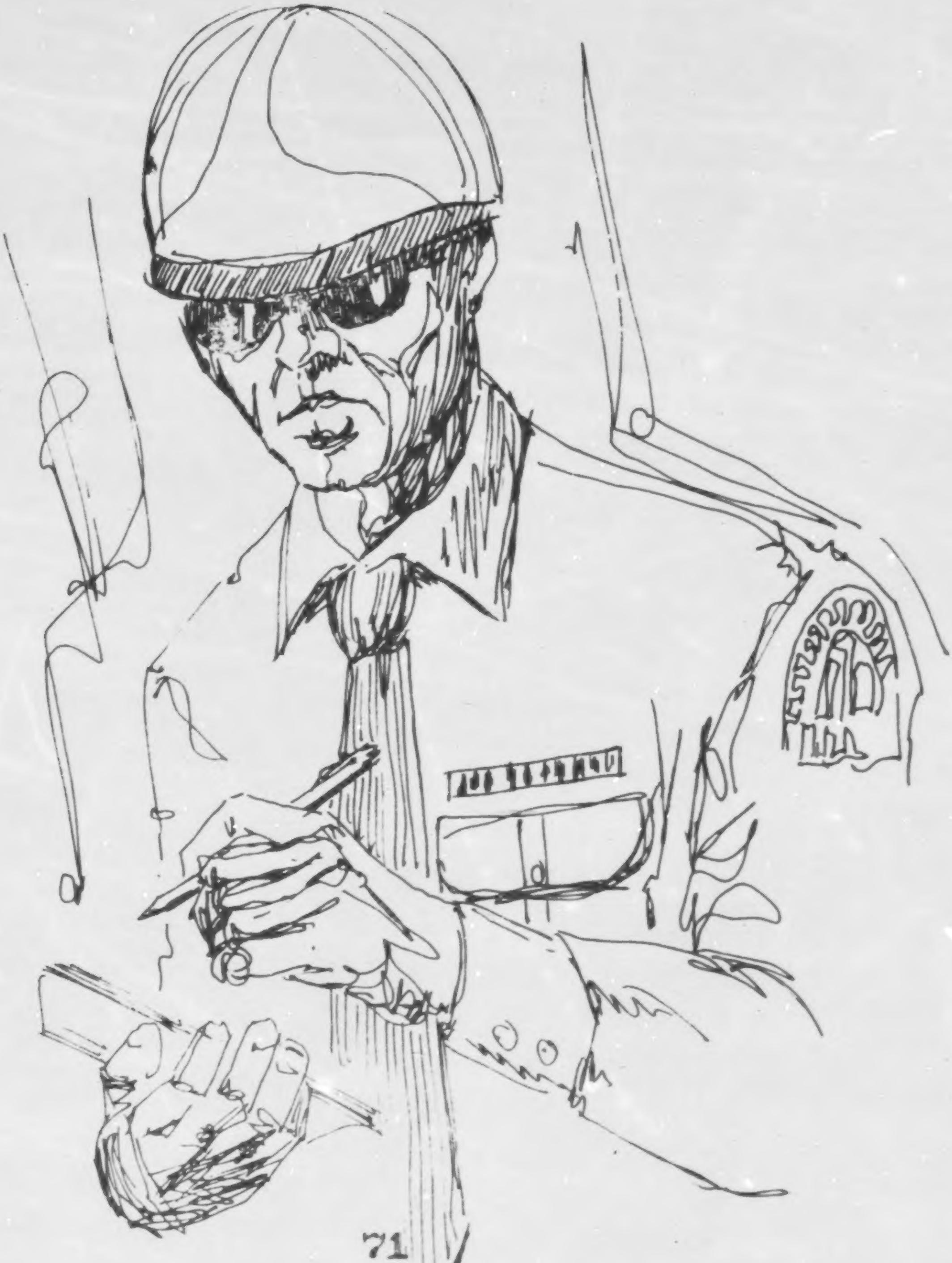

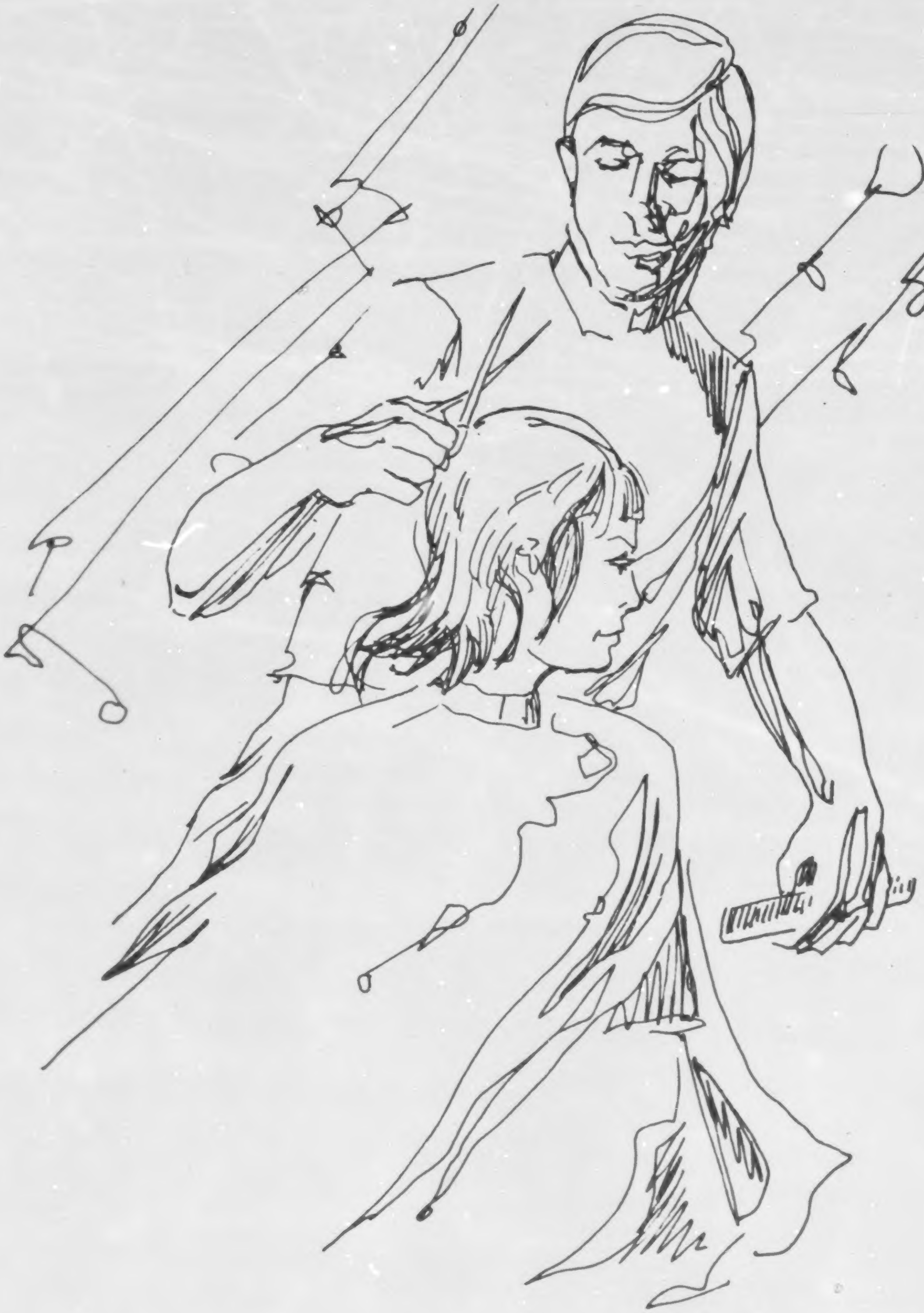

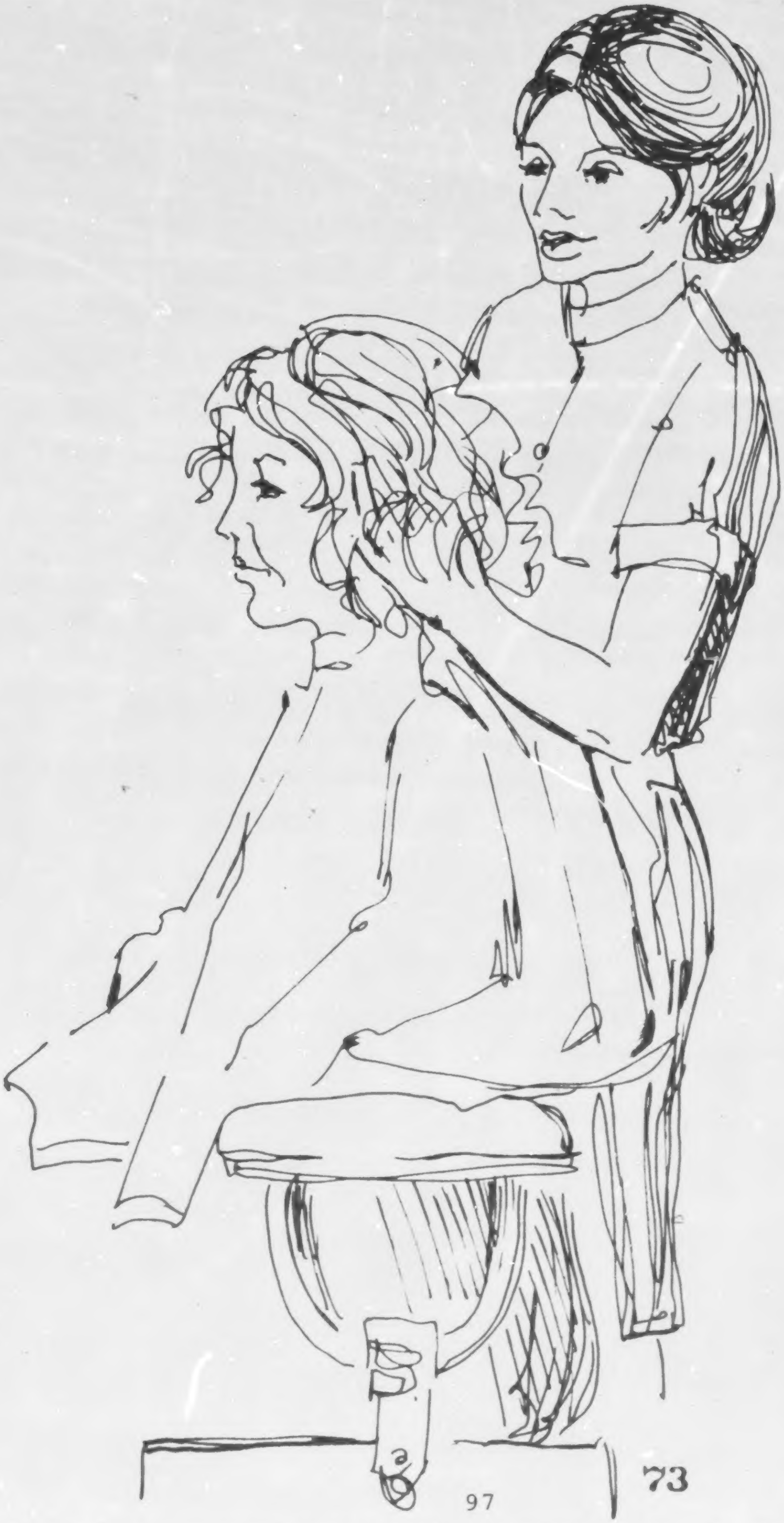

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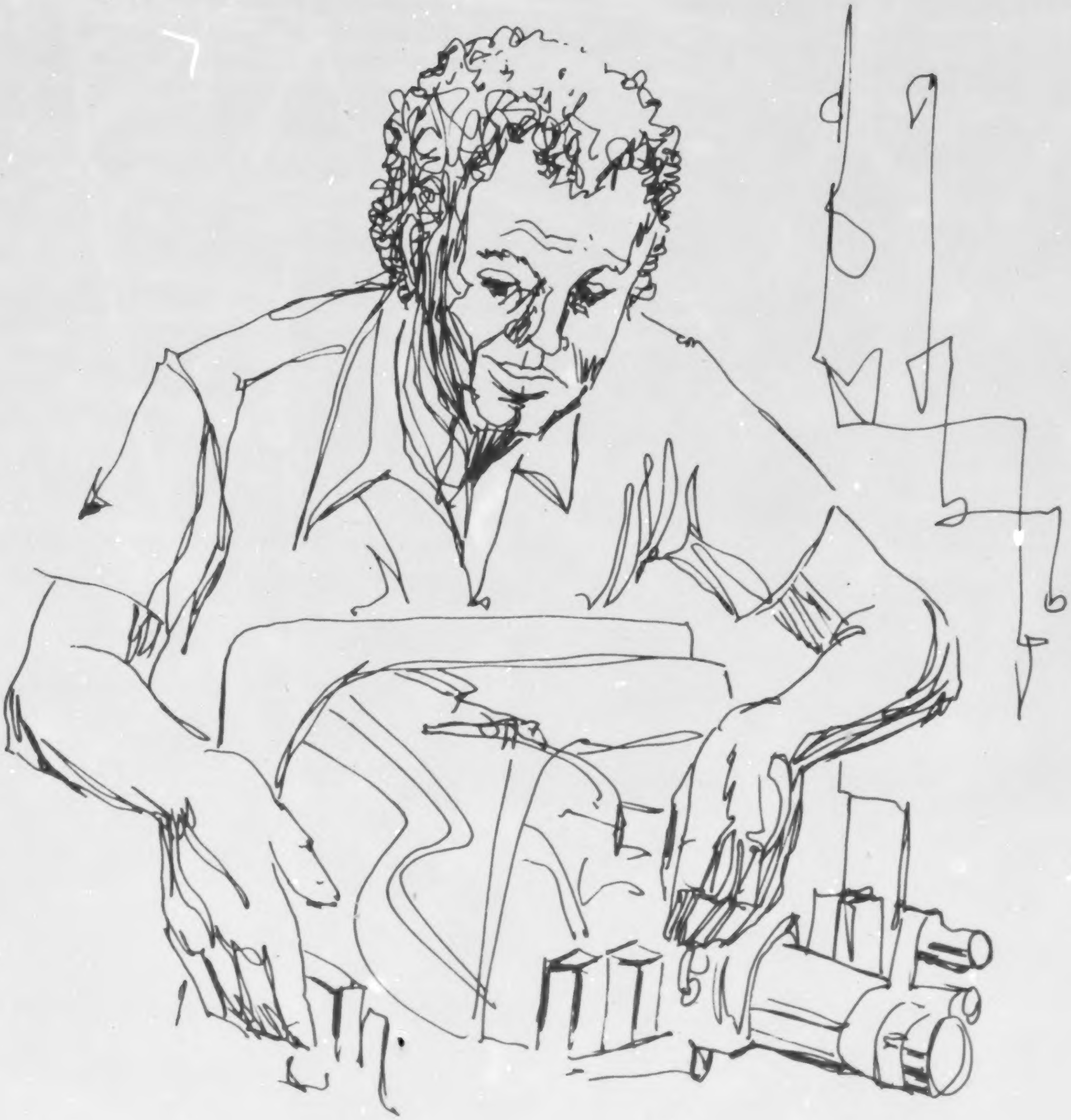
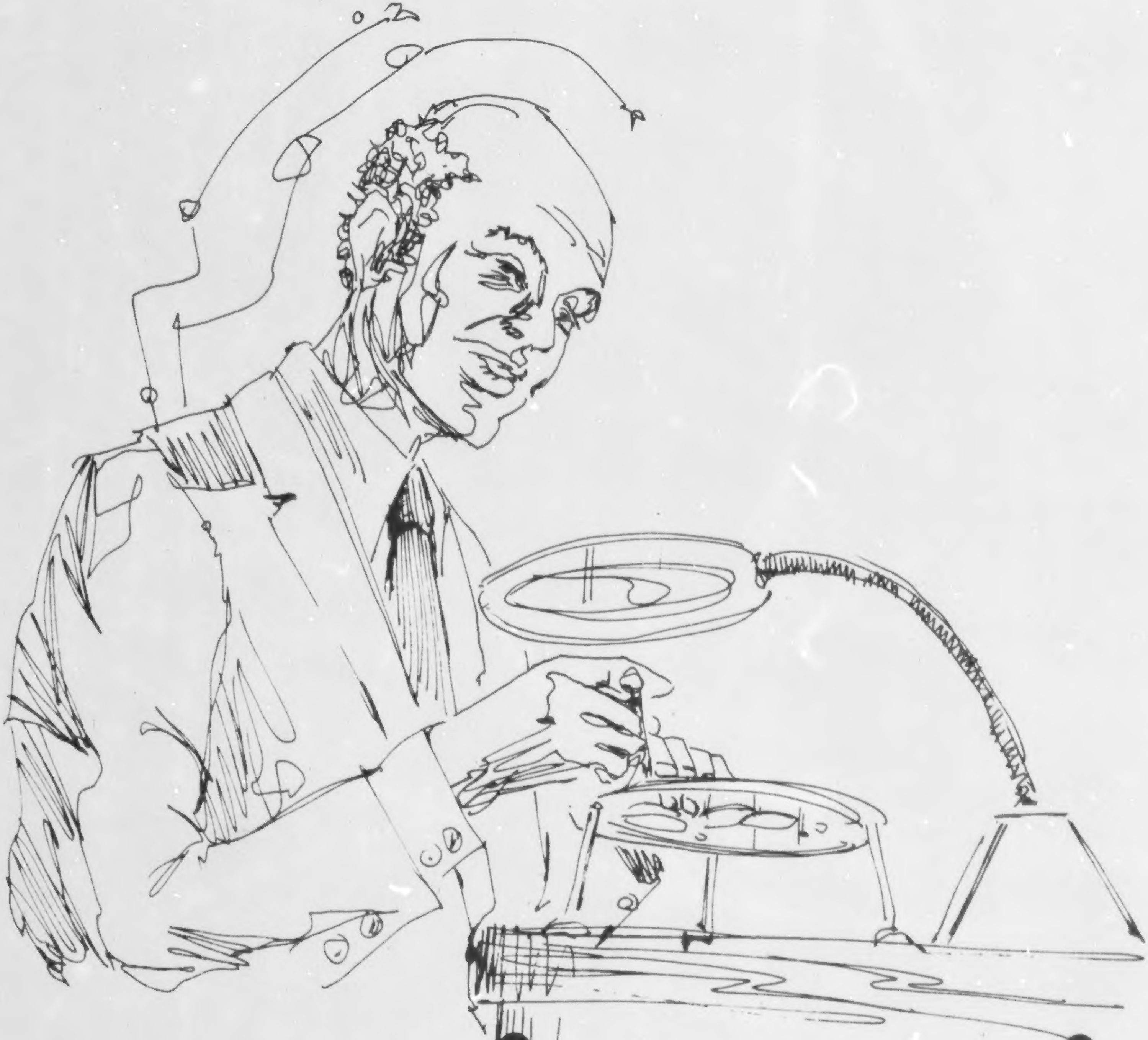
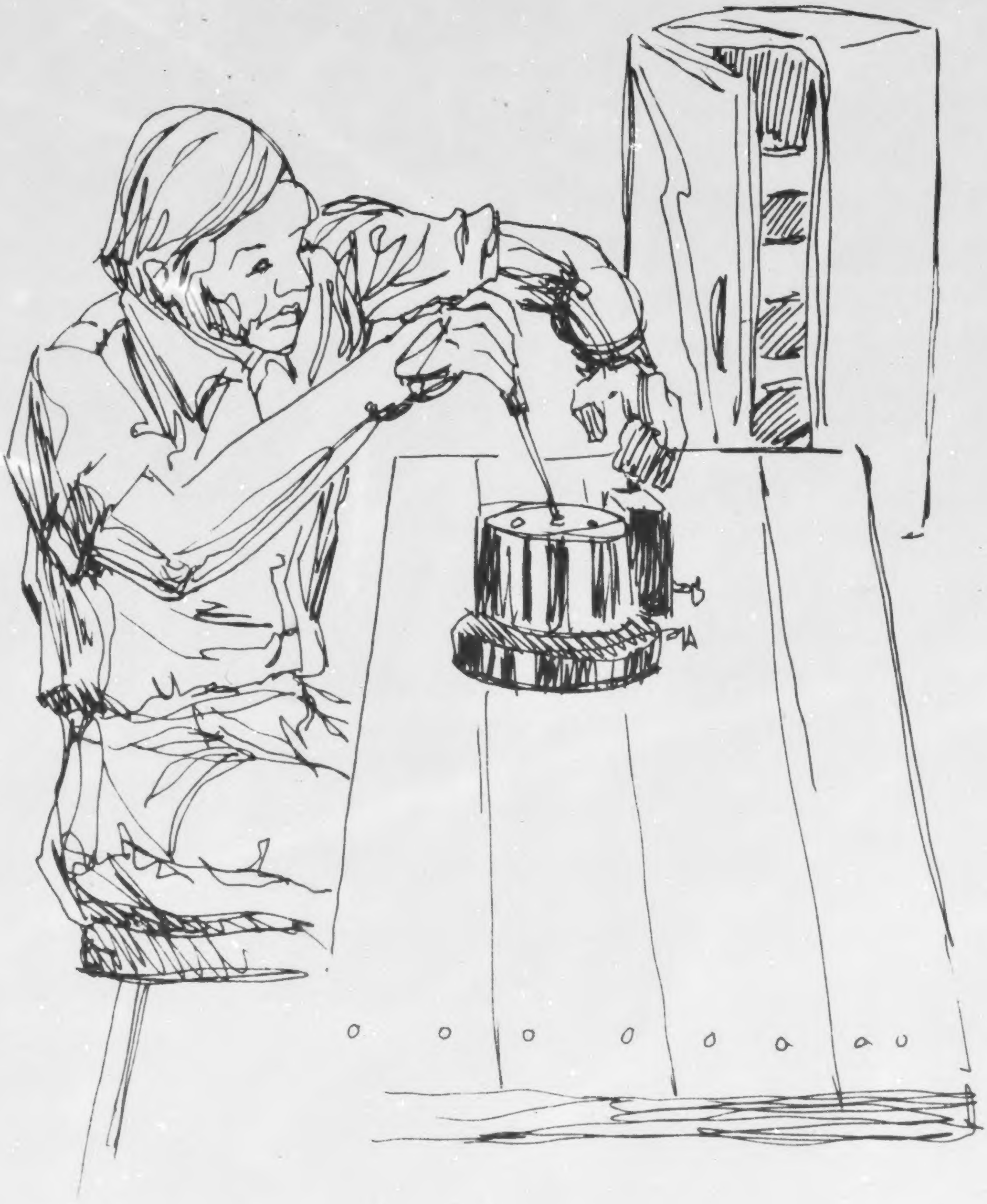




Lesson 1, Pic S 6



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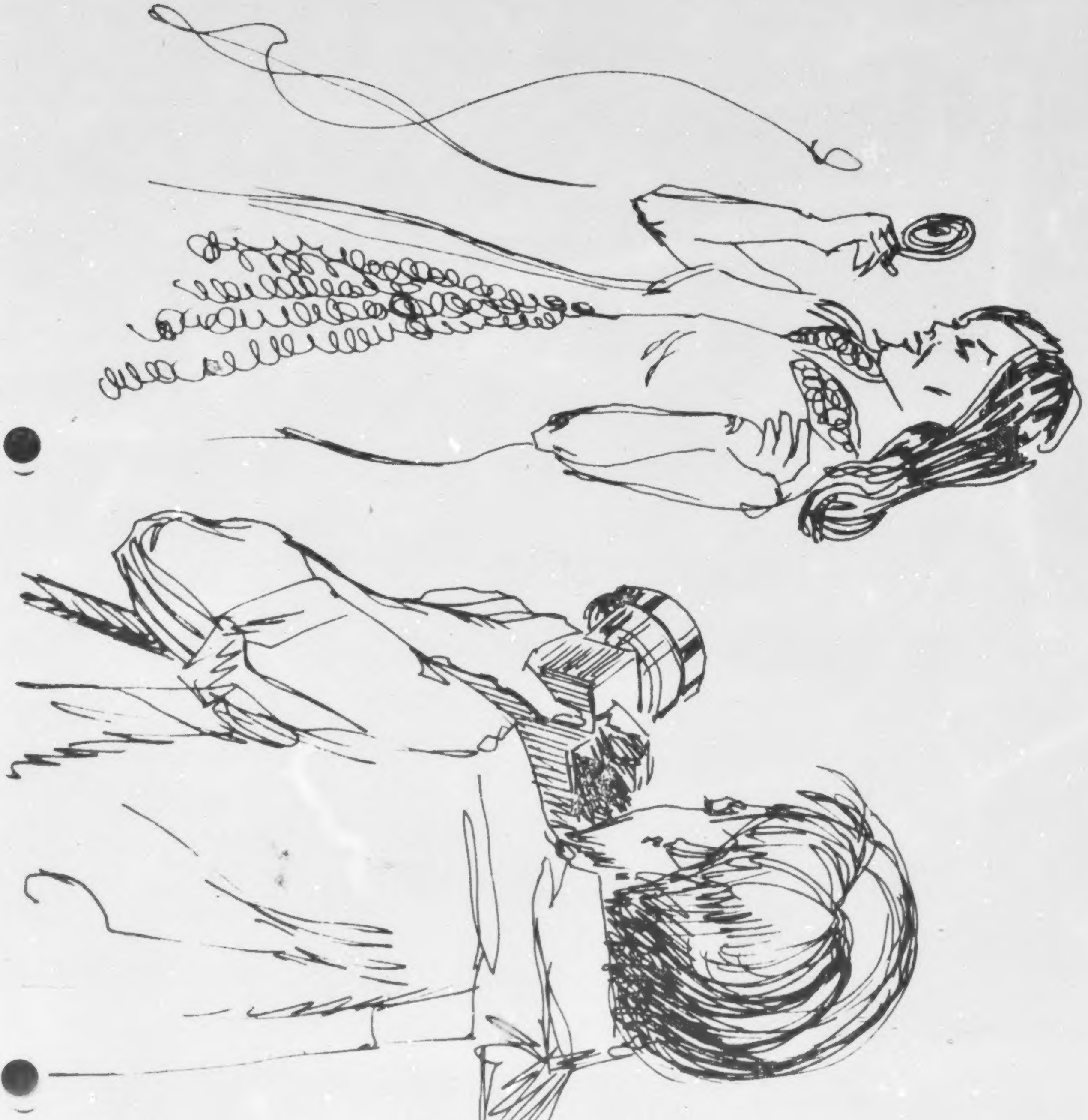

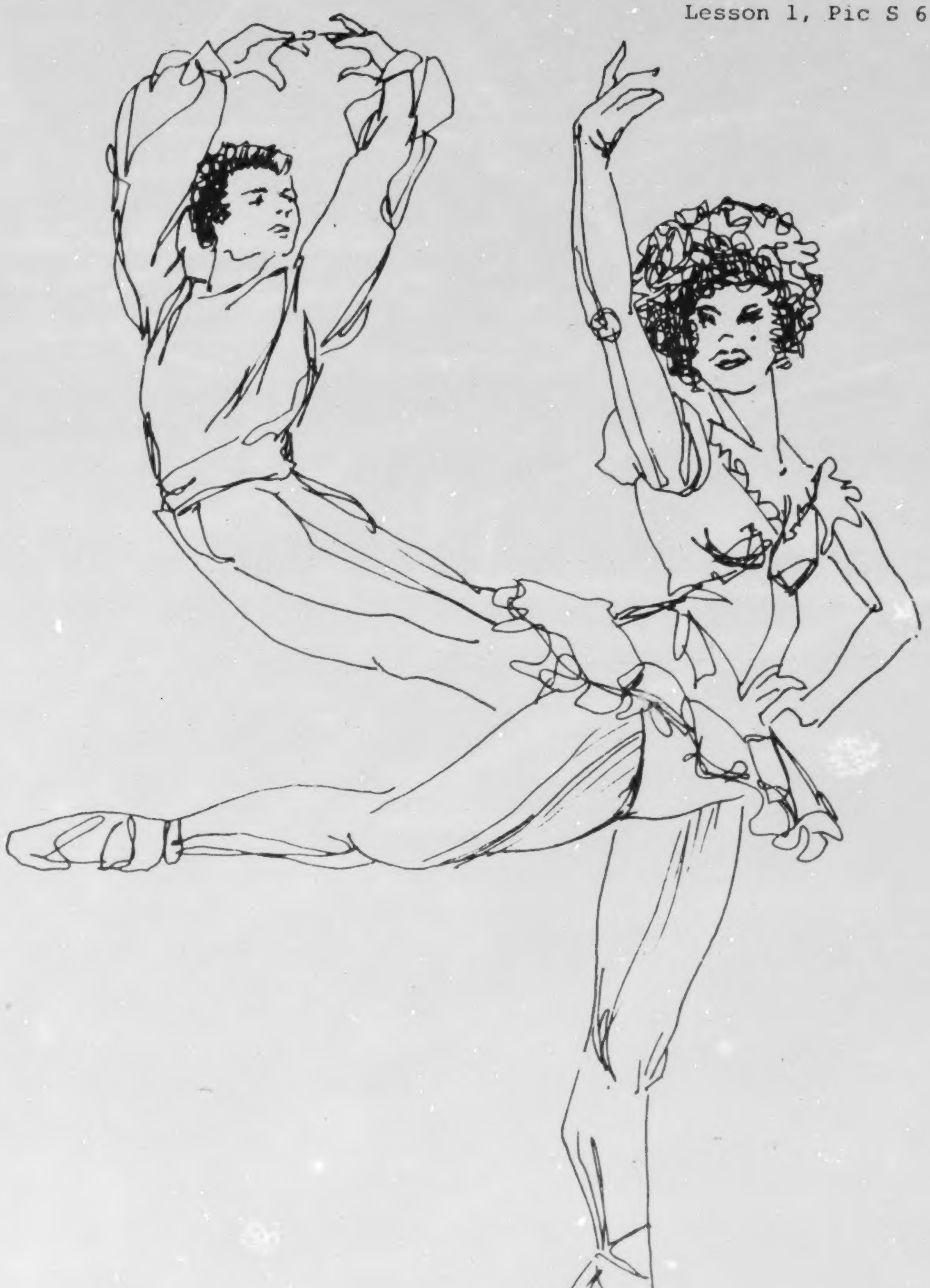

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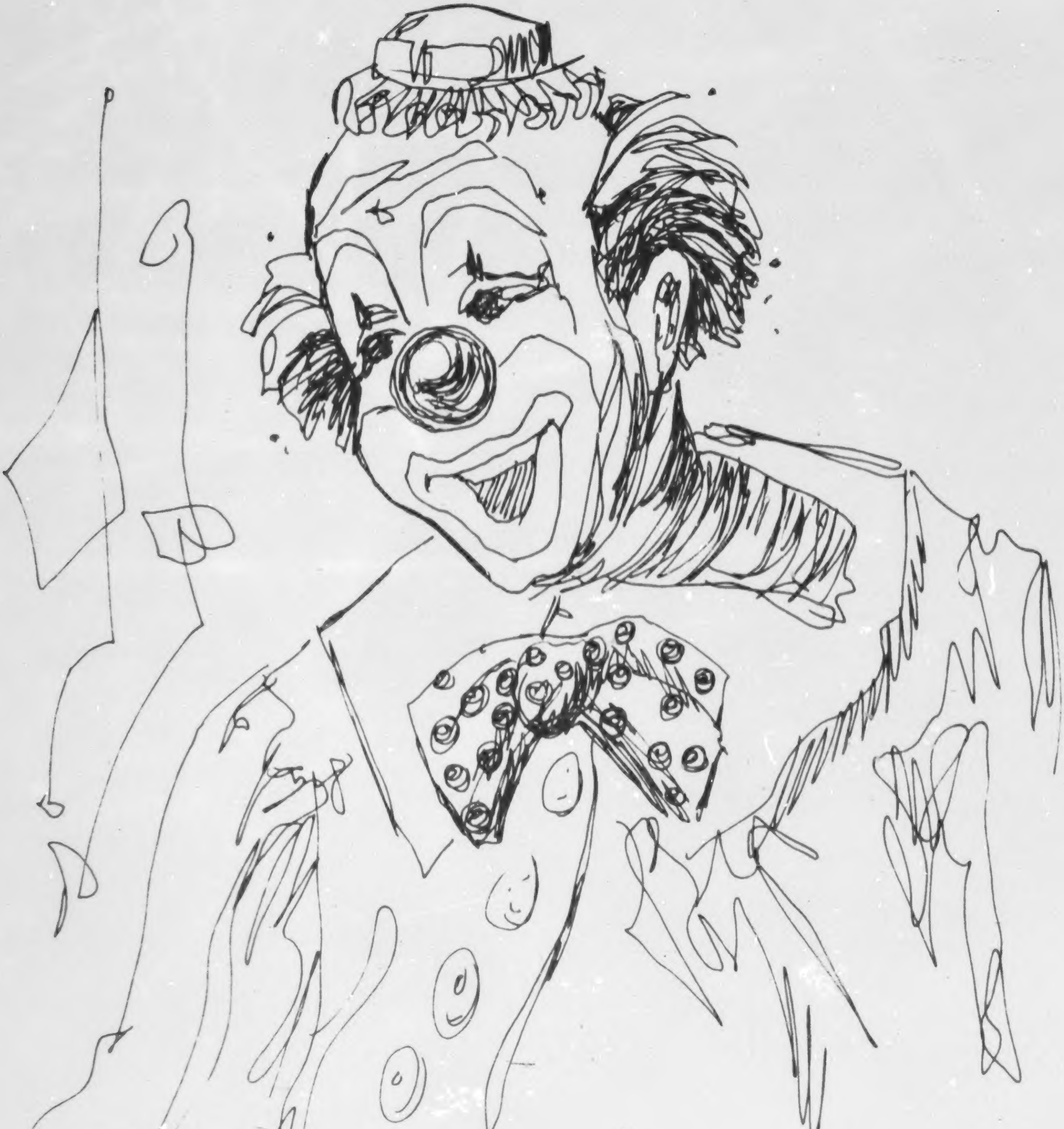

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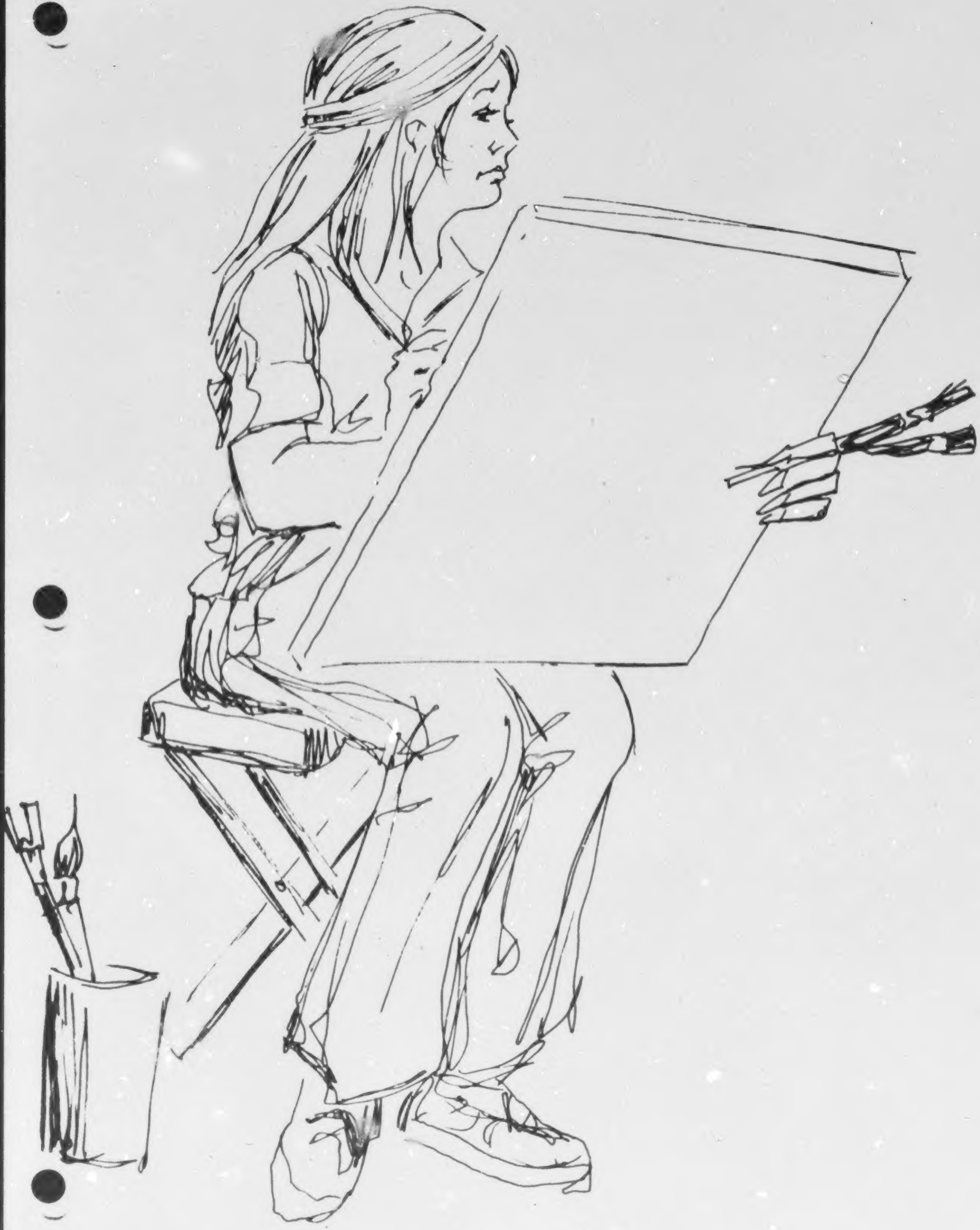
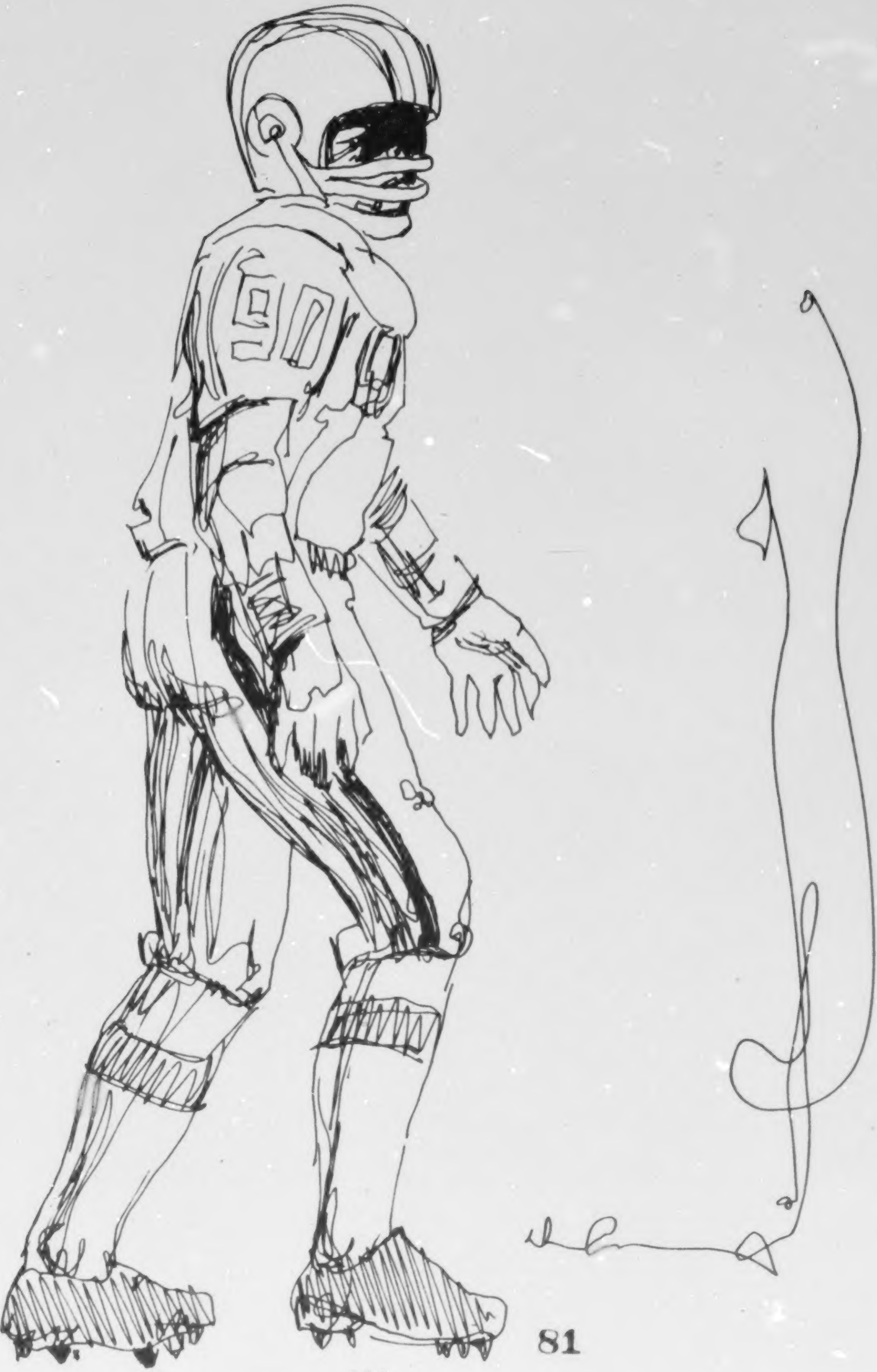



90

OCCUPATIONAL CATEGORIES OF YELLOW PAGE ENTRIES

LESSON TWO

CONCEPT

The learner will use the definition of occupational categories to classify entries from the yellow page telephone directory and/or classified ads from a newspaper into occupational categories.

PERFORMANCE OBJECTIVE

Given a list of occupations, products, and/or services, and definitions of the nine occupational categories, the learner will identify the occupational category under which each listed item would be classified.

LESSON TIME

60 minutes (flexible)

PREREQUISITE KNOWLEDGE

Definition of occupational categories

Use and meaning of code number

Use of yellow pages and/or classified ads in newspapers

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Number and Definition of Occupational Categories (In 3)	Copy of telephone directory and/or classified ad section of newspaper for each two or three learners
Representative Occupations with Code Numbers (In 4)	Overhead projector
Occupational Categories (Tr 5)	Old magazines
Discussion Strategy (Appendix A)	Art materials for art display
List of Supplemental Materials (Appendix B)	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Obtain the following:

1. Copies of the telephone directory and/or classified ad section of a newspaper for each pair of learners.
2. Information Sheets 3 and 4 from Lesson 1
3. Transparency No. 5 from Lesson 1
4. An overhead projector
5. Materials for an art display: old magazines, art paper, paint, glue, etc.

Prepare one copy per learner of the assessment item.

Read the *Discussion Strategy* information (Appendix A).

Become familiar with the concepts of the lesson and the content of the information sheets used.

INSTRUCTIONAL PROCEDURES

SESSION ONE

INTRODUCTION

Note! The following story may be used as a learner produced skit or simply narrated. It is intended to be satirical in nature and must be presented as such. (This was adapted from a TV commercial about the yellow pages.)

Once there was a king who wanted a beautiful princess for his queen. So, the king sent his page to find the beautiful princess who lived in a forest of Yellow Fingers. But alas, as the page was walking through the Yellow Fingers, he became hopelessly lost and was never seen again. Thus, the king never got the beautiful princess to be his queen.

Moral: Don't let your page do the walking through the yellow fingers - Let your fingers do the walking through the yellow pages.

What does it mean to "Let your fingers do the walking through the yellow pages"?

Possible response:

A person can save shopping time by first looking in the yellow pages to locate what he wants.

During our lives, each of us will probably find the yellow pages helpful in locating some of the goods or services we want. This is another example of how a classification system can help us save time when we are looking for something.

In the previous session, we classified occupations into nine occupational categories by using code numbers.

Which one of the digits in the code numbers is the occupational category number?

Answer: The first digit

During this session, we will apply what we have learned about occupational categories to a list of headings that have not been classified. We will use the yellow pages of the telephone directory (and/or classified ad section of the newspaper) to get names of occupations or businesses, and then classify them into the occupationsl categories they represent.

You will locate an entry in the yellow pages (and/or classified ad section of the newspaper) for each of the nine occupational categories. For example, a yellow page heading "Grocers-Retail" would be in the clerical-sales category.

In order to do this, let's review the information in your career folder from Information Sheets 3 and 4 and Transparency 5. Then, we will continue our art activity begun during the last session. Have your material ready for this during the latter part of this session.

TASKS

Make certain that all learners have their career folders.

Refer to "Representative Occupations with Code Numbers" (In 4). Briefly review and discuss the content (see previous lesson).

Show "Occupational Categories" (Tr 5) with representative occupations in each category. Briefly review and discuss the content (see previous lesson).

Refer to "Number and Definition of Occupational Categories" (In 3). Briefly review and discuss (see previous lesson).

Distribute telephone directories or the classified ad section of a newspaper, at least one for each pair of learners.

Briefly review the use of the classified ad section of the newspaper or the yellow pages in the telephone directory. Call attention to the following:

1. *The main headings are arranged alphabetically.*
2. *Subheadings are arranged alphabetically under each main heading.*
3. *Each heading represents an occupation or group of occupations.*

Randomly select a main heading from one of the above sources and ask this question:

Which category would the occupation, or group of occupations, represented by this heading be classified in?

Examples:

Yellow Page Headings	Possible Related Category
Grocers - Retail	Clerical sales
Concrete contractors	Structural
Mining companies	Processing

Have the learners respond orally. Answers may vary for some headings which overlap two or more categories. Call the learners' attention to the possibility of overlapping.

Have the learners randomly select other main headings in the source used, and have the class discuss and arrive at a consensus about the category under which it would most logically be classified according to the "Number and Definition of Occupational Categories" (In 3). Call the learners' attention to the possibility of headings overlapping two or more categories.

Repeat this procedure until all learners understand the way main headings in these sources may be classified into the occupational categories they represent.

SUMMARY

Using information from Information Sheet 3, list the nine occupational categories in your career folder. Then beside each write a main heading from the yellow pages and/or classified ad section that represents occupations which would be classified in the category.

After you complete the listing of categories and headings, compare your classification of headings with each other. We will use small group discussions to settle any disagreements among learners concerning the classifications of headings. These differences are probably due to the overlapping of headings into two or more categories.

As you complete the classification of headings, place all materials in your folders and get your materials to continue the art activity you began in the last lesson. During our next session, we will continue the art activity and possibly complete it.

SESSION TWO

INTRODUCTION

In our last session, you completed the classification into categories of headings from the yellow pages and/or classified ad section of a newspaper. We also worked on an art activity, illustrating the way occupations are classified into categories. During this session, we will try to complete this art activity. If you finish the art activity, use the remainder of this session to do other activities related to occupations.

See the supplemental activities at the end of Lessons 1 and 2.

TASKS

The learners continue working on the art activity and/or supplemental activities listed at the end of Lessons 1 and 2.

Time should be provided for the learners to display their art work.

SUMMARY

You have reviewed information about occupational categories, listed headings found in the yellow pages in their proper categories, and placed this in your career folders. The art activity should now be completed; the materials you produced will be displayed to remind us of the way occupations are classified.

In our next session we will encounter another factor for classifying occupations. Then we will make additional use of the code numbers on the information sheet *Representative Occupations With Code Numbers (In 4)* from Lesson 1.

For our next session, bring to class at least one human interest story from a newspaper or magazine. It could be something that happened to someone at home, at school, or on the job.

Examples for human interest stories:

1. Emergencies - fires, rescues, accidents
2. Success stories - achieving, overcoming problems
3. Charitable acts - unexpected help, helping less fortunate people
4. Civic projects - cooperation to improve community
5. Families - reuniting, playing, cooperating
6. Unusual situations in daily affairs at work, schook, play, etc.

SUPPLEMENTAL ACTIVITY

The learners may use library sources to read about details of an occupation and use the information for a written and/or oral report (see Appendix B).

ASSESSMENT PROCEDURES

DESCRIPTION

A matching item is used to assess the achievement of the objective. Instruct the learners to obtain Information Sheet 3 from their career folders prior to distributing the assessment item. This information sheet may be referred to by the learners while they respond to the assessment item for this lesson.

DIRECTIONS

The learner will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1-h, 2-i, 3-g, 4-e, 5-a, 6-b, 7-d, 8-f, 9-c

Name______________________________

Date______________________________

Lesson 2

ASSESSMENT ITEM

Using the definitions of the nine occupational categories from Information Sheet 3, match each yellow page heading in Column A with the MOST appropriate occupational category in Column B.

A
Main Heading
Yellow Pages

____1. Dairy farm
____2. Physicians
____3. Grocers - retail
____4. Amusement places
____5. Fire departments
____6. Mining companies
____7. Jewelry designers
____8. Automobile repairing
____9. Concrete contractors

B
Occupational Category

a. Service
b. Processing
c. Structural
d. Bench work
e. Miscellaneous
f. Machine trades
g. Clerical and sales
h. Farming, fisheries
i Professional, technical, managerial

MAJOR AREAS OF INTEREST

LESSON THREE

CONCEPT

The learner will define three major areas of interest (data, people, things), use code numbers to relate these to occupations, and relate his personal preferences for future occupations to the three major areas of interest.

PERFORMANCE OBJECTIVE

Given three major areas of interest (data, people, things), the learner will list the major characteristics of worker functions in each area.

Given the code number of an occupation, the learner will classify the occupation according to its degree of relationship to three major areas of interest (data, people, things).

Given three major areas of interest (data, people, things) and a list of occupations with their code numbers, the learner will identify the occupation whose degree of relationship to data, people, and things closely resembles the degree of his personal interest in working with data, people, and things.

LESSON TIME

180 minutes (flexible)

NEW VOCABULARY

Abstractions - ideas that are not concrete

Inanimate - not living

Relationships - the way things are connected or dependent on something

PREREQUISITE KNOWLEDGE

Awareness of personal interests

Code number system for classifying occupations

Use of the information sheets from Lessons 1 and 2

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Number and definition of Occupational Categories (In 3)	Examples of human interests stories - books, periodicals
Comparison of Interests and Scores for School Subjects (Wk 7)	Overhead projector
The Way Occupations are Related to Major Areas of Interest (In 8)	
Explanation of Code Numbers (Tr 9)	
Rules for Playing Data, People, Things (Ga 10)	
List of Supplemental Materials (Appendix B)	
Assessment item	
Product Assessment Form 3	

INSTRUCTOR PREPARATION TASKS

Obtain the following:

1. Examples from periodicals of human interest stories about some occupations(s)
2. An overhead projector

Prepare a copy of each of the following for each learner:

1. *Comparison of Interest and Scores for School Subjects* (Wk 7)
2. *The Way Occupations are Related to Major Areas of Interests* (In 8)
3. *Rules for Playing Data, People, Things* (Ga 10)
4. Assessment item

Prepare one copy of each of the following for instructor use:

1. A random list of three of four occupations from *Number and Definition of Occupational Categories* (In 3) in Lesson 1
2. *Product Assessment Form 3*
3. *Explanation of Code Number System* (Tr 9)

INSTRUCTIONAL PROCEDURES

SESSION ONE

INTRODUCTION

In our last session, we classified headings from the yellow pages of a telephone directory and/or classified ad section of the newspaper into occupational categories. You were asked to bring to class today a current human interest article that illustrates everyday happenings in the community and in the world of work.

In this session we will explore another means of classifying occupations - the occupation's relationship to major areas of interest.

Knowing the kinds of interests involved in various occupations will be valuable to you as you attempt to identify your future occupations. In most cases workers are most successful in occupations in which they have a great deal of interest.

To assist us in looking at the interest level of occupations, let's first rate several subject areas according to your achievement in school. Are your grades high, medium, or low in a subject area such as math? Next, rate how interesting the school subjects are to you, and compare your achievement to your interests. You do not need to show this sheet to anyone unless you want to. That way you can make an honest comparison without being influenced by what someone else may think.

Distribute "Comparison of Interests and Scores for School Subjects" (Wk 7).

Call the learners' attention to the summary at the bottom of the worksheet. Discuss any questions related to the worksheet until the learners understand the procedure.

Allow the learners to complete the worksheet.

After completion of the worksheets, begin a discussion:

Now look at the bottom of your worksheet. For which subjects did you have a higher average grade or score - those checked as very interesting or those checked as low interest?

Do you find that when you have high grades in a subject, you also have high interest in that same subject? Do you find the same trend for medium and low interest?

Some of you will find that this is the case and others will not. Most of the time, we seem to do our best work in those areas in which we are interested. The same is true for success in the occupations in which people work.

During this lesson, we will be concerned with three major areas of interest:

1. Data - interest in activities that require use of ideas, such as math, science, music
2. People - interest in activities that involve getting along with and working closely with people
3. Things - interest in activities using tools, machines, equipment, etc.

You will do several things during the four sessions of this lesson:

1. List the major interests of worker activities.
2. Use code numbers to classify occupations into three major areas of interest (data, people, things).
3. Indicate your personal interest.
4. Read an information sheet about worker activities in each major area of interest.
5. Discuss the human interest articles you were asked to bring to class.
6. Discuss how code numbers show the areas of interest in an occupation.
7. Identify an occupation that you might possibly select for the future.
8. Identify an occupation whose area of interest resembles your own interest.
9. Play a game using the three major areas of interest.

TASKS

Distribute "The Way Occupations are Related to Major Areas of Interest" (In 8).

Read the definitions at the top of the page, and we will discuss any questions you have about the definitions.

Read Part I and then pose questions and answers. An example might be:

Question: What is the meaning of, "to some degree all occupations are related to one or more of the major areas of interest"?

Note: Make sure the following information is brought out in the answer or discussion.

Answer:

- The activities of every occupation require workers to work with data, people, or things, and perhaps with all three. If the worker spends most of the time working with data, then the occupation is related to or has a high degree of involvement in data. The same is true when an occupation requires wokers to spend most of their time working with people or things.

Other questions may involve definition of words, such as:

inanimate - not living (tools, machines, materials)
abstractions - ideas that are not concrete (math, music, designs)
relationship - the way things are connected or dependent on something (the way in which occupations are related or depend on an activity)

The information at the bottom of Information Sheet 8 which refers to the code numbers, will be explained later.

SUMMARY

In this session, you have completed a worksheet for comparing your grades with your interests, and we discovered that most of us do better in subjects in which we are interested. You read and discussed an information sheet that defines the three major areas of interest as they relate to occupations.

In our next session, we will use the human interest stories you were asked to bring to class. We will see how these are related to the three major areas of interest. We will also see how the code numbers of an occupation indicate the occupation's relationship to the major areas of interest.

SESSION TWO

INTRODUCTION

In the last session, you used part of Information Sheet 8, which gave you a definition of the three major areas of interest (data, people, things). In this session we will use the human interest stories you brought to class, and see how these are related to the major areas of interest. We will also use the code numbers of an occupation to show the occupation's relation to data, people, or things.

TASKS

Summarize a human interest story found in a periodical, and tell which major area of human interest the activities in the story are related to.

Examples for human interest stories (each of which may contain activities related to all three areas of interest):

1. Emergencies - fires, rescues, accidents
2. Success stories - achieving, overcoming problems
3. Charitable acts - unexpected help, helping less fortunate people
4. Civic projects - cooperation to improve the community

5. Families - reuniting, playing, cooperating
6. Unusual situations in daily affairs at work, school, play, etc.

Example story - learners set up a company to produce and sell a product

> Junior high school learners have set up a company to produce and sell a product. They use machines and hand tools to mass produce decorative ecology boxes. The boxes are sold at a profit. They later plan to sell stock in the company to increase their production and profits.

This story contains activities related to all three major areas of interest. For example:

1. Organizing the business requires the use of ideas, records, etc., which comes under data.
2. Selling the product and stock involves working with people.
3. Using hand tools, machines, materials, etc., involves working with things.

Ask the learners to orally summarize the human interest stories they found. As each story is related, discuss the following question:

To which of the three major areas of interest (data, people, things) are the activities of the story most closely related?

Before this lesson, select at random and write on the chalkboard three or four occupations from "Number and Definition of Occupational Categories" (In 3) in Lesson 1. Pointing to the list, explain that:

Often the activities or work in these occupations are most closely related to one of the areas of interest. For example, to which one of the major areas of interest do you think this occupation *(point to a specific occupation)* is most closely related?

Ask the learners to respond orally. Let the class arrive at a consensus and keep a record of their responses for each occupation listed on the chalkboard.

Now look at the code numbers in the right-hand column of Information Sheet 3 in Lesson 1.

We previously learned that the first digit in the code number represents the occupational category. We won't use the second and third digits at this time, but we will use the three digits to the right of the decimal point.

These three digits represent the occupation's relationship to the three major areas of interest, data, people, and things. Now look at the bottom of the information sheet *The Way Occupations are Related to Major Areas of Interest* (In 8). This shows how each digit represents the occupation's relationships to data, people, and things by using code numbers.

Show the transparency "Explanation of Code Numbers" (Tr 9) and discuss it with the learners. Be sure that each learner understands the meaning of each of the three digits to the right of the decimal point, and how to determine its degree of relationships to data, people, and things by using code numbers.

Write the code number from "Number and Definition of Occupational Categories" (In 3) in Lesson 1 beside the occupations previously listed on the chalkboard.

Now, let's use code numbers to determine which major area of interest(s) each occupation is most closely related to. For example, the code number for a painter is 840.781. The numbers 7 and 8 to the right of the decimal point show that the occupation has little or no relationship to data and people. The number 1 shows the occupation is highly related to things.

Ask the learners to respond orally, telling the area of interest to which each occupation is most highly related. Record the responses on the chalkboard beside the previous responses given.

Note the differences between what we originally thought about the occupation's relationship to data, people, and things and the relationship based on code numbers. The code numbers method is probably better than our own opinions about the occupations because it is based on a detailed study of occupations by the United States Department of Labor.

SUMMARY

Copy in your career folder the occupations listed on the chalkboard and the major area(s) of interest to which they are most closely related, as determined by code numbers.

You have seen how the activities in human interest stories are related to the major areas of interest, and you've learned how code numbers show an occupation's relationship to the major areas of interest (data, people, things).

In our next session, you will use the code number system to rate your own degree of interest in data, people, and things, and then identify an occupation whose relationship to data, people, and things is similar to your own degree of interest.

SESSION THREE

INTRODUCTION

In the last session you used a part of *The Way Occupations are Related to Major Areas of Interest* (In 8) which explained how occupational code numbers indicate an occupation's relation to the major areas of interest (data, people, and things).

In this session you will use the code number system to rate your own degree of interest in data, people, and things, and then identify an occupation whose relationship to data, people, and things is similar to your own. In order to do this, let's begin with a class discussion of your interests.

TASKS

Conduct a class discussion of learners' interests. Ask the learners to respond to the question, "What is your major area of interest - data, people, or things?"

Now write a brief paragraph identifying the major area of interest or interests you would prefer in a future occupation. Give reasons for your selections by telling the things you like to do now which fit into the major areas of interest(s) you identified.

Our next activity will be called a special activity so we can refer to it later.

SPECIAL ACTIVITY

In your career folder, using the code system of numbering, rate each of the major areas of interest according to your preference for a possible future occupation.

Here is an example of how you might rate the three major areas of interest: Data -1; People -7; Things -4.

In order to do this rating of the major areas of interest, you may need to refer to the "meaning of numbers" on *"The Way Occupations are Related to Major Areas of Interest"* (In 8). You must use these numbers for this rating:

0 - 3 = high degree of relationship to occupation
4 - 6 = average degree of relationship to occupation
7 - 8 = little or no relationship to occupation

For example:

1. If you prefer a future occupation that is highly related to data (working with information, ideas, etc.), the first digit you would write down is one of these: 0, 1, 2, 3, which means a high degree of relationship.

2. If you prefer a future occupation that has little or no relationship to working with people, the second number you would write down is either 7 or 8, which means little or no relationship to working with people.

3. If you prefer a future occupation that has an average degree of relationship to working with things (tools, machines, etc.), the third number you would write down is 4, 5, or 6, which means an average relationship to working with things.

Now you should be ready to write in your folder the rating of the major areas of interest.

Be sure every learner understands this activity and completes it. This rating is used in the next activity of the lesson, where the learners will select an occupation whose relationship, to data, people, and things, closely resembles his own rating of data, people, and things.

Using *Number and Definition of Occupational Categories* (In 3) in Lesson 1, select three or four occupations you might consider as possible future occupations and copy them and their code numbers in your career folder. (If Information Sheet (In 3) does not include occupations you prefer select those that are similar to occupations you do prefer.) Compare the last three digits of these code numbers with the three digits you wrote in the special activity, where you rated each of the major areas of interest according to your preference for a possible future occupation. Now, select and write the name of the occupation in your folder whose code number most closely resembles the rating of data, people, and things you did in the special activity.

Note: When a learner has two or more occupations listed with the same degree of relationship, either or all of the occupations are acceptable. Work with the learners individually or in small groups as they do this activity. Learners may help each other by working in small groups. Where the code numbers the learner selected for possible future occupations are very different from his rating of his preference for data, people, or things, have him do the following:

1. Examine your rating. Perhaps it is inaccurate and does not really represent you.
2. Look for other occupations on Information Sheet 3 whose code numbers for data, people, or things are more similar to your preference for data, people, or things.

Because it is very limited in size, it is possible that the list does not contain occupations very similar to your interest. But try to find the one whose code number is most similar to the three digits you wrote in the special activity. Even though this list is limited and may not contain any occupations you will choose for a future career, this process of matching your interests with the occupation will enable you to find an occupation in which you can be happy and successful.

SUMMARY

You have used the code number system to rate your own degree of interest in data, people, and things. Then you identified an occupation whose degree of relationship to data, people, and things is similar to your own degree of interest.

In our next session, we will complete Lesson 3 by playing a game called *Data, People, Things*.

SESSION FOUR

INTRODUCTION

In the previous session you used the code number system to rate your own degree of interest in data, people, and things. Then you identified an occupation whose degree of relationship to data, people, and things is similar to your own degree of interest.

In this session we will complete Lesson 3 by playing a game called *Data, People, Things*.

Assemble materials and announce:

We're ready to play the game called *Data, People, Things*.

Distribute "Rules for Playing Data, People, Things" (Ga 10).

Ask the learners to read the rules and discuss any questions they may have about the procedures for playing.

Have the learners play the game in a manner similar to the TV progrm "What's My Line?" Refer to the rules for playing Data, People, Things (Ga 10).

SUMMARY

You have read the definitions for the major areas of interest (data, people, and things), and have used the code numbers to determine the degree of relationships occupations have to the major areas of interest. Through group discussion, you have selected the major area of interest you might consider in a future occupation and you have selected a possible future occupations that most closely resembles your interest. You have also written a paragraph in your career folder about your major area of interest. All these materials should be in your career folder.

These activities in the classification of occupations show how occupations are related to each other by category and major area of interest. In the next session we will explore another way occupations may be related to each other. They are related by the way they pend upon each other.

If time permits, refer to the supplemental activities.

SUPPLEMENTAL ACTIVITIES

The learners may read about their interests in a health textbook or encyclopedia. The information could be used to make a written and/or oral report on what the areas of interest include.

The learners may read a health textbook or encyclopedia and use the information to write a brief report on how family activities can help you discover and develop your interests.

The learners may use dictionaries to write sentences using new words that relate to the major areas of interest.

The learners may read a library book related to their major areas of interest (see *List of Supplemental Materials*, Appendix B).

The learners may view the film *Story of a Book* and discuss the major area of interest involved (see Bibliography).

ASSESSMENT PROCEDURES

DESCRIPTION

— The assessment items for Lesson 3 are numbered 1-12. The learners will first write a brief description of the characteristics of the worker functions for each of the three major areas of interest. Beginning with Item 4, the learners will classify occupations according to the degree of their relationship to data, people, and things. Using Information Sheet 4, the learners will respond to items 10 through 12 according to their personal interests. Instructor will use the *Product Assessment Form 3* to evaluate items 10 through 12.

DIRECTIONS

The learners will read and record their responses. Assistance with vocabulary may be given by the instructors. Prior to distributing the assessment item, instructions should be given to the learners to obtain Information Sheets 3 and 4 from their career folders. These information sheets may be referred to by the learners while they respond to the assessment item for this lesson.

KEY

Possible item key (accept other similar responses):

1. Interest in creativity and working with ideas. May work in art, math, music, science, design, etc.
2. Interest in being cooperative and being liked by others.
3. Interest in working with inanimate objects, such as tools, machines, materials, equipment, etc.

4-c, 5-b, 6-a, 7-a, 8-b, 9-c

10-12 Answers will vary with each learner. The instructor should check the accuracy of the relationships between the occupations and the major interest of working with data, people, and things. Record and evaluate the responses on *Product Assessment Form 3*.

Name ______________________

Date ______________________

Lesson 3

ASSESSMENT ITEM

Directions: Briefly list the major characteristics of worker functions for each of the three major areas of interest.

1. DATA ____

____

2. PEOPLE ____

____

3. THINGS ____

____

Directions: Circle the correct answer for each of the following items:

4. Carpenter 860.381 - Acccording to the code number, a carpenter's occupation is most highly related to working with:

   a. Data
   b. People
   c. Things

5. Architect 001.081 - According to the code number, the architect's occupation is least related to working with:

   a. Data
   b. People
   c. Things

6. Claim Adjuster 241.168 - According to the code number, a claim adjuster's occupation is most highly related to working with:

   a. Data
   b. People
   c. Things

7. Fun House Operator 342.865 - According to the code number, the fun house operator's occupation is least related to working with:

   a. Data
   b. People
   c. Things

8. Lawyer 110.108 - According to the code number, a lawyer's occupation is most highly related to working with:

   a. Data
   b. People
   c. Things

9. Professional Athlete 153.378 - According to the code number, the professional athlete's occupation is least related to working with:

   a. Data
   b. People
   c. Things

10. Directions: Circle the relationship to data, people, and things that represents your preference for a future occupation.

DATA:	HIGH	AVERAGE	LITTLE OR NONE
PEOPLE:	HIGH	AVERAGE	LITTLE OR NONE
THINGS:	HIGH	AVERAGE	LITTLE OR NONE

11. Directions: Using Information Sheet 4, list three occupations and their code numbers that you might be interested in as a future occupation.

a.____________________________ No.__________________________

Directions: Circle relationship of this occupation to data, people, and things according to its code number.

DATA:	HIGH	AVERAGE	LITTLE OR NONE
PEOPLE:	HIGH	AVERAGE	LITTLE OR NONE
THINGS:	HIGH	AVERAGE	LITTLE OR NONE

b.____________________________ No.__________________________

Directions: Circle relationship of occupation to data, people, and things according to code number.

DATA:	HIGH	AVERAGE	LITTLE OR NONE
PEOPLE:	HIGH	AVERAGE	LITTLE OR NONE
THINGS:	HIGH	AVERAGE	LITTLE OR NONE

c. ____________________________ No. _________________________

Directions: Circle relationship of occupation to data, people, and things according to code number.

DATA:	HIGH	AVERAGE	LITTLE OR NONE
PEOPLE:	HIGH	AVERAGE	LITTLE OR NONE
THINGS:	HIGH	AVERAGE	LITTLE OR NONE

12. Which of the three occupations shown under No. 11 is closest to your preference shown under No. 10?

____

PRODUCT ASSESSMENT FORM 3

Date____________

Lesson 3

Name	Element Completed	Proper Sequence	Performance Met
John Doe	x	x	x

Name______________________________

Date______________________________

Lesson 3, Wk 7

COMPARISON OF INTERESTS AND SCORES FOR SCHOOL SUBJECT

Note: This comparison sheet is for your use only. You need not show it to anyone else unless you want to. It is only important that you check the items that represent your real grades in the subjects and how interesting the subject is to you.

Instructions

1. To the left of each school subject below, place a check mark in the column that best represents your grades in the subject.
2. To the right of each school subject below, place a check mark in the column that best represents how interesting the subject is to you. (If you have not had a school subject that is listed, do not check the columns for that subject.)

Your Grades or Scores in Subject			Subject	How Interesting Subject is to You		
High	Average	Low		High	Average	Low
			Math or Arithmetic			
			P.E. or Sports			
			Science			
			Art or Handicrafts			
			Reading			
			Singing or Chorus			
			History			
			Shop-Woodwork,Metal,etc.			
			Health			
			Home Ec.-Sewing,Cooking			
			English or Language			
			Instrumental Music			
			Geography			
			Spelling			
			Writing			
			Civics or Government			

See the next page for the summary.

COMPARISON OF INTERESTS AND SCORES FOR SCHOOL SUBJECT (Continued)

Lesson 3, Wk 7

Summary

1.	Number of subjects checked as being very interesting to you ____________________	Average (see note below) of grades checked for these subjects ____________________
2.	Number of subjects checked as being of low interest to you ____________________	Average (see note below) of grades checked for these subjects ____________________

Note: In order to average grades

1. allow three points for each check in the high column.
2. allow two points for each check in the average column.
3. allow one point for each check in the low column.

Name ______________________________

Date ______________________________

Lesson 3, In 8

THE WAY OCCUPATIONS ARE RELATED TO MAJOR AREAS OF INTEREST

PART I

The three major areas of interest are Data, People, and Things. All occupations are related to one or more of these major areas of interest in some degree.

1. Data - Occupations highly related to this major area of interest require workers to work with abstractions or ideas, such as art, math, music, design, science, and other areas requiring creative talent and imagination.
2. People - Occupations highly related to this major area of interest require workers to work with people or animals, be understanding and cooperative with others, and like and be liked by others.
3. Things - Occupations highly related to this major area of interest require workers to work with inanimate (not living) objects such as tools, machines, materials, equipment, and products.

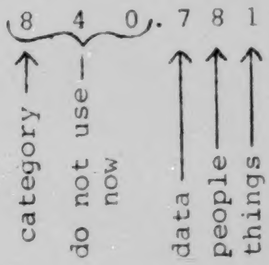
PART II

Explanation of Code Numbers

Occupation — Code Number

Painter

Digits in Code numbers represent



Meaning of digits to right of decimal point

0-3 = high degree of relationship to occupation
4-6 = average degree of relationship to occupation
7-8 = little or no relationship to occupation

THE WAY OCCUPATIONS ARE RELATED TO MAJOR AREAS OF INTEREST
(Continued)

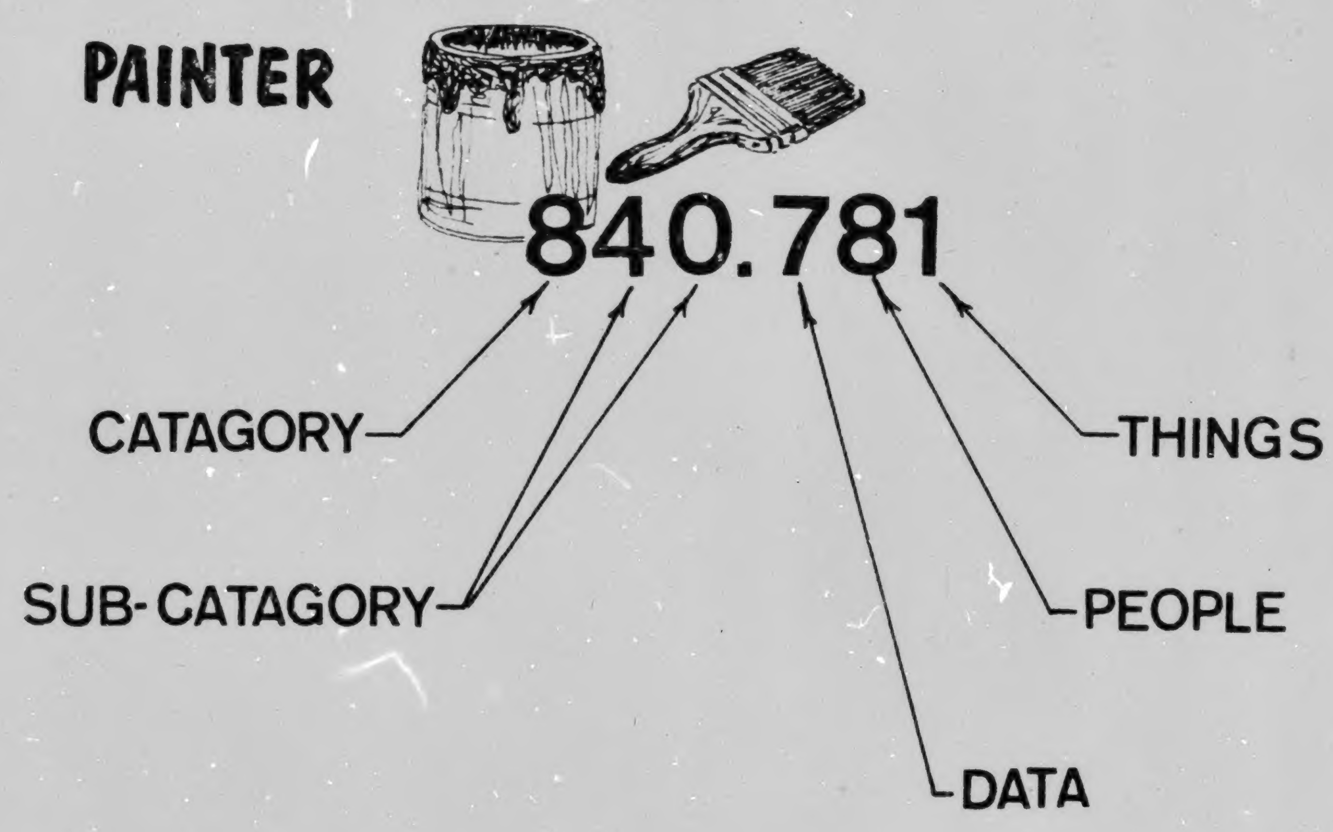
1. The first number (7) to the right of the decimal point indicates the degree of relationship the occupation has to data (7 = little or no relationship).

2. The second number (8) to the right of the decimal point indicates the degree of relationship to people (8 = little or no relationship).

3. The third number (1) to the right of the decimal point indicates the degree of relationship to things (1 = high degree of relationship).

EXPLANATION OF CODE NUMBERS

PART II



PAINTER

840.781

CATAGORY

SUB-CATAGORY

DATA

PEOPLE

THINGS

0–3 HIGH RELATIONSHIP

4–6 MEDIUM–AVERAGE

7–8 LITTLE–NO

Name ____________________________

Date ____________________________

Lesson 3, Ga 10

RULES FOR PLAYING DATA, PEOPLE, THINGS

Directions: The instructor may serve as judge to count the number of questions asked and determine if answers are accurate. The game is similar to the T.V. program "What's My Line?"

1. Each player selects one of the occupations listed on Information Sheet 3 from Lesson 1 and determines its two areas of classification - category and major area of interest. Players do not tell each other which occupation they selected. Players will need to refer to this information sheet as they play the game.

2. One player is selected at random to play the part of the occupational role he has selected.

3. The player playing the part of the occupational role must tell the class a major area of interest that his chosen occupation is highly related to (data, people, things).

4. The remainder of the class acts as a panel, asking the role player questions about his chosen occupation that can be answered with a "yes" or "no" reply.

   Example: "Is your occupation in Commerce?"
   "Is your occupation in the Machine Trades category?"
   "Is your occupation also highly related to another major area of interest?"
   "Is your occupation in a category No. 5 or lower?"

   The object of the game is to determine the occupation selected.

5. When a question receives a "yes" answer, the player asking the question may ask the next question also.

6. When a question receives a "no" answer, some other player will be called upon for the next question.

7. If there are ten "no" answers before the role player's occupation is determined, the role player is declared the winner and selects someone to take his place.

RULES FOR PLAYING DATA, PEOPLE, THINGS
(Continued)

8. If the role player's occupation is determined before there are ten "no" answers, the player who determines the role player's occupation is the winner and takes the place of the role player.

9. Repeat the same procedure with the new role player.

10. Token awards may be given to the winners.

INTERDEPENDENCE OF OCCUPATIONS

LESSON FOUR

CONCEPT

The learner will discover how occupations depend on each other for support, and that the products we use are the result of many occupations.

PERFORMANCE OBJECTIVE

The learner will select a specific business, list occupations necessary to maintain and support that business, and name the product or service contributed to the business by each occupation.

LESSON TIME

120 minutes

NEW VOCABULARY

Involved	- drawn in as a participant
Interdependence	- dependence upon one another

PREREQUISITE KNOWLEDGE

Awareness of a wide variety of occupations

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Occupations Upon Which a Motel Depends (Tr 11)	Guest speaker
Information from Guest Speaker (In 12)	Materials for posters
Occupational Challenge-optional (In 13)	City or community maps
Discussion Strategy (Appendix A)	History books for learners
Guest Speaker Strategy (Appendix A)	Encyclopedia
Product Assessment Form 4	Old magazines
	Overhead projector

INSTRUCTOR PREPARATION TASKS

Obtain the following:

1. *Occupations Upon Which a Motel Depends* (Tr 11)
2. Art material for posters
3. Old magazines for cutouts
4. An overhead projector

Prepare a copy of each of the following for each learner:

1. *Information from Guest Speaker* (In 12)
2. *Occupational Challenge* (In 13) - optional

Prepare a copy of the *Product Assessment Form 4* for instructor use.

Read the following:

1. *Discussion Strategy* information (Appendix A)
2. *Guest Speaker Strategy* information (Appendix A)

Become familiar with the concepts of the lesson and content of the information sheets used.

Contact the guest speaker, and give him a copy of *Information from Guest Speaker* (In 12).

INSTRUCTIONAL PROCEDURES

SESSION ONE

INTRODUCTION

We will begin this lesson with a special activity.

TASKS

We will play a game of *Charades*, so you will have to form small groups of 7 to 10 each.

Divide the class into groups of 7 to 10 learners.

Each group will select or be assigned a business situation, such as in a motel, a dentist's office, or a school.

Each group will identify several occupations upon which that business depends for its operation. Do not reveal the names of these occupations to those not in the group.

EXAMPLE BUSINESS SITUATIONS

School

1. Principal
2. Secretary
3. Nurse
4. Custodian
5. Teachers
6. Cafeteria workers
7. Grounds crew
8. Maintenance crew (buildings)
9. Librarian
10. Teachers' aides

Dentist's Office

1. Receptionist
2. Dental assistant
3. Accountant
4. Maintenance (ground and building)
5. Linen service (cleaning and replacing)
6. Industrial cleaners (rug shampoo, soap)
7. Business firm supplier (forms and machines)
8. State inspector
9. Equipment maintenance man
10. Dentist

Motel

1. Chambermaid
2. Manager
3. Reservation clerk
4. Food service supplier
5. Maintenance (grounds and building)
6. Government inspector
7. Advertising
8. Linen service
9. Industrial cleaner (rug shampoo, soap)
10. Business firm supplier (forms and machines)

Each member of your group will select or be assigned one of the occupations the business depends on, and he will pantomime an activity of this occupation.

Each group will take turns pantomiming the activities of their business situation. They should attempt to pantomime it as a real life situation. They will tell the class the name of the business, but not the names of the occupations pantomimed. Each group will have five minutes to pantomime, as well as a five minute planning session.

Distribute paper to each learner; then give the following instructions:

As a group pantomimes its business situation, the remainder of you will attempt to identify each occupation represented. On the piece of paper given you, write the name of each person who is doing the pantomiming, and the name of the occupation you think he is pantomiming. After each group has completed its pantomime, we will stop to check the occupation you wrote for each person and see how many occupations you correctly identified.

Score may be kept and token awards given to the learner(s) who identify the most occupations.

For additional helps, refer to "Role-Playing Strategy" in Appendix A.

After completion of the pantomimes, indicate the following to the learners:

Previous sessions have stressed the classification of occupations. In classifying occupations, we have discovered that occupations might be related to each other because they are in the same category or because they have a similar degree of relationship to major areas of interest. Another way occupations are related to each other is that they depend upon each other, just as the business situations you pantomimed depended upon several occupations. Understanding this interdependence will enable us to appreciate what each occupation does for the community we live in. It also will help us to understand how complex the world of occupations is.

SUMMARY

In the pantomimes we have just completed you saw several occupations that a single business depends upon and could not operate without.

In our next session we will look closely at this interdependency of occupations.

SESSION TWO

INTRODUCTION

In our last session the pantomimes we did illustrated how one business depends upon several occupations for support. In this session we will look at this interdependence of occupations. You will identify at least five occupations necessary to maintain a particular business. To do this, we will first see an example of how one business depends upon one another and discuss other examples in our community. We will also hear a guest speaker give us firsthand information about how his business depends upon several occupations.

TASKS

Show *Occupations Upon Which a Motel Depends* (Tr 11).

Motel

1. Chambermaid
2. Manager
3. Reservation clerk
4. Food service supplier
5. Maintenance (ground and building)
6. Government inspector
7. Advertising
8. Linen service (cleaning and replacing)
9. Industrial cleaner (rug shampoo, soap)
10. Business form supplier (forms and machines)

In what way would a motel be affected if one of these occupations was not available?

Class discusses and responds.

Possible responses:

1. No food available for residents
2. No clean linen in rooms
3. Buildings not repaired

What other businesses can you think of which depend upon several occupations for maintenance?

Possible responses:

1. Grocery store
2. Construction company
3. Hospital

How many occupations can you name that are needed to maintain our schools?

Possible responses:

1. Janitors
2. Cafeteria workers
3. Groundsmen

Class responds orally to questions.

Distribute "Information from Guest Speaker" (In 12).

This form will be used to record the information given by our guest speaker. Are there any questions about this form?

Discuss any questions raised.

Introduce the guest speaker, preferably a local businessman from a managerial department of a large institution. Briefly comment on the speaker's background, qualifications, and subject.

During the presentation you may take notes on the *Information from Guest Speaker* form (In 12). After the speaker's presentation, there will be a question and answer session, during which you may complete this form.

For additional help, refer to "Guest Speaker Strategy" in Appendix A.

The guest speaker presentation is to be followed by a question and answer period. Have the learners complete the "Information from Guest Speaker" form (In 12).

Place your completed *Information from Guest Speaker* form (In 12) in your career folder.

SUMMARY

In this session you identified at least five occupations necessary to maintain a business. You did this through group discussion and by listening to a guest speaker tell about the occupations his particular business depends upon.

In our next session we will use an art activity to illustrate how occupations depend upon each other. We will make posters and/or bulletin board displays. Some of you may want to bring some special materials to class, such as old magazines for cutouts.

SESSION THREE

INTRODUCTION

In our last session you identified at least five occupations necessary to maintain a business. You did this through group discussion and by listening to a guest speaker tell about the occupations his particular business depends upon.

During this session we will make posters or a bulletin board display to illustrate how one occupation depends upc other occupations. You may use cutout or original drawings, and you may work individually or in small groups.

TASKS

Examples for poster:

> Small pictures illustrating the supporting occupation may be placed in a circle surrounding the picture of the business or institution that depends on them. The pictures may also be arranged in pyramid shape with the supporting occupations under the business. Pictures from the bulletin board display for Lesson 1 may be used for this.

As learners begin to complete the posters or bulletin board display, announce:

As we complete our art work, we want you to share with the class the ideas in your poster or display.

It will be interesting to see in how many different ways you have illustrated the dependency of occupations upon each other. In order for the class to understand your ideas better, we will have some of you explain the ideas contained in your poster or display.

At this point, allow the learners to give oral presentations to explain their art work.

SUMMARY

In this lesson you have looked at an example of how a business depends on several occupations; you have discussed examples in the community of how a business depends upon other occupations. You have also listened to a guest speaker talk about the occupations and particular institutions or businesses that his business depends upon. We have also completed posters or bulletin boards which we will display to remind us of how occupations depend upon each other.

This interdependence of occupations (how occupations depend upon each other) is just one of the things that makes the world of occupations very complex. Another thing that makes the world of occupations complex is the wide range of differences in occupational characteristics such as training, salary, working conditions, and other specific benefits. In our next lesson, we will turn our attention to these occupational characteristics.

SUPPLEMENTAL ACTIVITIES

The learners may write a business letter to a large corporation that produces an article used by the learners. Examples might be a pencil company, a food corporation, etc. The letters should inquire about the number of occupations involved in producing the item and the source of raw material used in production.

The learners may use a city or community map to pinpoint the location of supporting occupations for a particular institution or business.

They may contact the local Chamber of Commerce or library for the information.

The learners may look in history books and/or encyclopedias for information about the industrial revolution, the rise of mass production, etc., which led to interdependence of occupations. Learners should make a report for their career folders and/or an oral presentation.

The learners may use the *Occupation Challenge* (In 13) for group competition in the class.

Using *Information from Guest Speaker* (In 12), the learners may interview a parent or another adult about the company or institution he works for. They may make an oral report to the class and/or put the completed form in their career folders.

ASSESSMENT PROCEDURES

Information From Guest Speaker (In 12) is also used as the assessment item for Lesson 4. Use the *Product Assessment Form 4* to evaluate the learner's responses on the assessment items in Lesson 4.

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses.

A *Product Assessment Form* is provided for the instructor to use in recording the evaluation of the item.

KEY

Answers will vary according to the sources of information.

PRODUCT ASSESSMENT FORM 4

Date ______________

Lesson 4

Name	Correctly named two occupations that support/maintain said business	Correctly identified one product/service the occupation provides	Accurately indicated the degree of dependence
John Doe	x	x	x

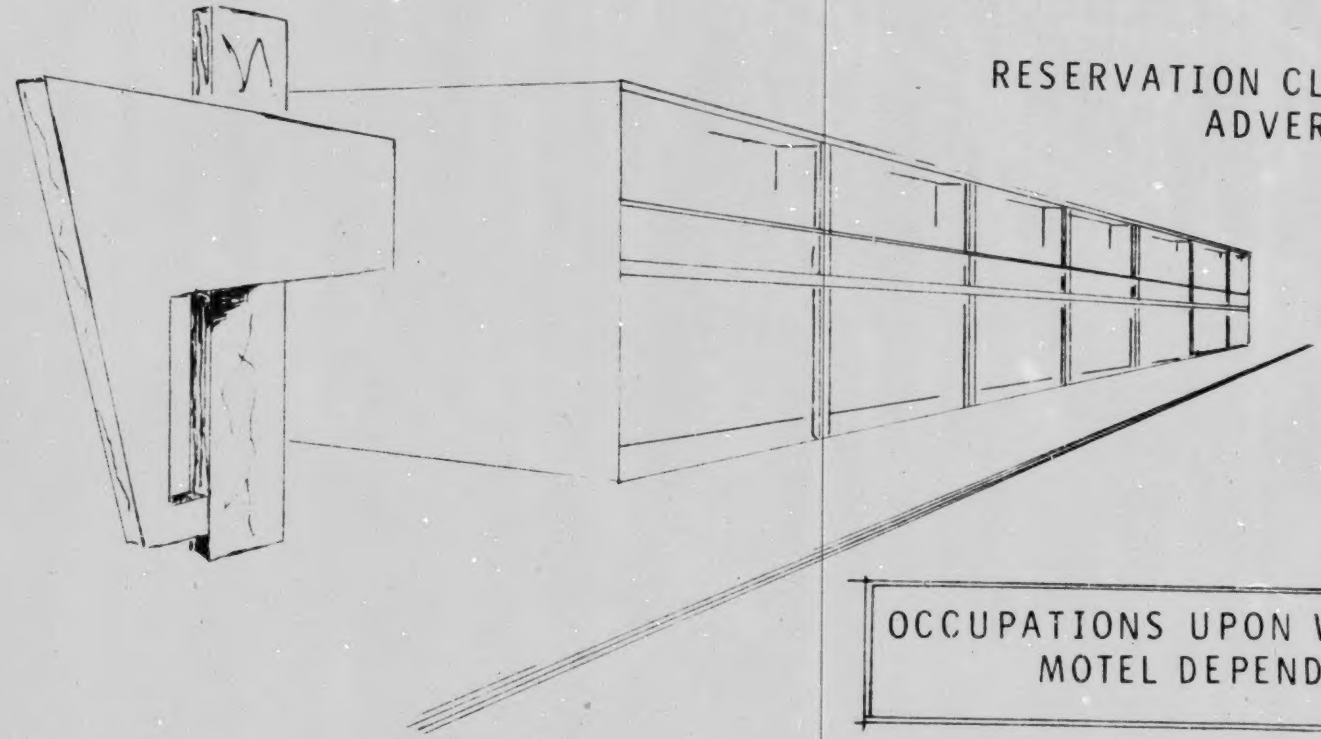
GOVERNMENT INSPECTORS
LINEN SERVICE

FOOD SERVICE-SUPPLIER
MAINTENANCE

CHAMBERMAID
MANAGER

BUSINESS FORM SUPPLIER
INDUSTRIAL CLEANERS

RESERVATION CLERK
ADVERTISING



OCCUPATIONS UPON WHICH A MOTEL DEPENDS

Name ______________________________

Date ______________________________

Lesson 4, In 12

INFORMATION FROM GUEST SPEAKER

INTERDEPENDENCE OF OCCUPATIONS

1. Speaker's name ______________________________
2. Occupation ______________________________
3. Business or company represented ______________________________
4. Location of business ______________________________
5. Background of occupation:
    a. Number of workers in occupation in the community ______
    b. Length of time business has been in community ______
    c. Trends of occupation (increase or decline) ______
    d. Working conditions ______________________________
    ____
    e. Duties of occupation ______________________________
    ____

6. Names of other occupations this business depends on	Product or service received from other occupation	Degree of Dependence on these products or services		
		High	Average	Low
A.				
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				

7. Which of the above occupations contributes the most to your business? ______________________________

8. If there were no one available from this occupation, what effect would this have on your business? ______________________________

____

OCCUPATIONAL CHALLENGE

A COMPETITIVE GAME

Learners may work individually or in groups of three or four.

1. We will orally identify products and services we use and list them on the chalkboard. (Probably five or six examples such as bicycle, clothing, refrigerator, door, telephone, etc., will suffice.)

2. On a blank sheet of paper, each individual or each group should copy the list of products or services from the board, leaving enough space between each item to write in occupations involved in their production.

3. The object of the competition is to see which individual or group can write down the most occupations involved in the production of each product or service.

4. At a signal from the instructor, you are to begin writing down as many occupations as you can that are involved in the production of each product or service listed.

5. After five minutes, I will call time and ask each individual or group to count the number of occupations listed.

6. Then we will have a class discussion to determine if there are errors in the occupations listed. Any of you may challenge whether the occupations listed by others are involved in the production of the goods or services used by you. When an occupation is challenged, the person who listed it must defend it. If the occupation cannot be successfully defended, it must be crossed off the list.

7. The individual or group with the longest list of occupations after challenges have been resolved (settled) is declared the winner. Token rewards may be given.

8. If there are any questions they will be discussed before we begin.

9. You should now be ready for the signal to begin.

CHARACTERISTICS OF OCCUPATIONS

LESSON FIVE

CONCEPTS

The learner will compare salary, training, working conditions, and other benefits from one occupation to another.

The learner will then consider occupational characteristics when selecting a future occupation.

PERFORMANCE OBJECTIVES

Given specific occupations, the learner will compare them on the basis of:

1. *Training*
2. *Salary*
3. *Working conditions*
4. *Other benefits (as specified)*

The learner will list characteristics he would prefer in a future occupation for the following areas:

1. *Training*
2. *Salary*
3. *Working conditions*
4. *Other benefits (as specified)*

Given information regarding training, salary, working conditions, and other specific benefits of occupations, and his list of preferences in these four areas, the learner will select the occupation whose characteristics most closely resemble those identified on his list of preferences.

LESSON TIME

90 minutes

NEW VOCABULARY

Qualifications - skills and experience a person must have in order to get a particular job

Interview - a meeting to obtain information from a person

PREREQUISITE KNOWLEDGE

Ability to compare facts

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Interview Form (Wk 14)	Overhead projector
Sample copy: *Interview Form* - optional (In 14)	
Example of Comparison of Two Occupations (Tr 15)	
Comparison of Occupations and Personal Preference (Wk 16)	
Role-Playing Strategy (Appendix A)	
Product Assessment Form 5	

INSTRUCTOR PREPARATION TASKS

Obtain:

1. An overhead projector

Prepare one copy of the following for each learner:

1. *Interview Form* (Wk 14) *Note: Two forms are needed if the learners are to do the practice interview activity in session one.*
2. *Comparison of Occupations and Personal Preference* (Wk 16)

Prepare one copy of the following for instructor use:

1. *Product Assessment Form 5*
2. *Comparison of Two Occupations* (Tr 15)

Read the *Role-Playing Strategy* information (Appendix A).

Become familiar with the concepts of the lesson and the content of the information sheets used in this lesson.

INSTRUCTIONAL PROCEDURES

SESSION ONE

INTRODUCTION

In our last session we found that the interdependence of occupations tends to make the world of work quite complex. In this lesson we will turn our attention to some occupational characteristics that make the world of work more complex because they vary so greatly from one occupation to another. These characteristics include salaries, training, working conditions, and other benefits such as paid vacations, medical insurance, etc. Considering such things will make your future choice of an occupation more difficult.

Sometimes it is difficult to make a judgment about an object unless you have something to compare with it. For example, if someone asked you, "Is a basketball large or small?" you would have difficulty in deciding unless it is compared with some other object. Is it bigger than a tennis ball? Is it bigger than a truck tire? The same is true of occupations. You often cannot judge whether an occupation is better or worse for you unless you have other occupations to compare with it.

In this lesson, you will compare the characteristics (salary, training, working conditions, etc.) of several occupations, list your preferences for a future occupation, and select from the occupations compared the one whose characteristics are most nearly like the preferences you listed. You will do this by completing an interview form, sharing the information from your completed interview forms with the other members of the class, viewing an example of a comparison of two occupations, and filling out a form with information from the completed interview forms.

TASKS

Distribute "Interview Form" (Wk 14).

The information from this interview form will be used in the next session. Complete the *Interview Form* (Wk 14) by interviewing a worker in a particular occupation. The worker should be an adult, perhaps a neighbor or a member of your family. Are there any questions about this form?

Discuss any questions raised.

In order to give you practice in interviewing, we will now pretend to have real interviews. You will work in pairs and do some role playing. You may use an extra copy of the *Interview Form* (Wk 14).

Divide learners into pairs.

One of you in each pair will pretend to be a worker that is being interviewed. The other one will be doing the interviewing by asking the questions shown on the *Interview Form* (Wk 14). The one being interviewed will attempt to answer the questions asked. Of course, you do not really have an occupation, so you will pretend to be employed in some occupation. You may not know the answer to the questions, in which case you will make up an answer. After completing the interview, change places so that the one who asked the questions during the first interview will then be the worker.

Demonstrate where necessary and ask the learners to demonstrate. Be sure the learners are able to correctly relate to actual occupation the information requested on the interview forms. (For additional help in role playing, refer to "Role Playing Strategy" in Appendix A.)

SUMMARY

In this session you were given an *Interview Form* (Wk 14), and we practiced interviewing in the classroom. Using this form, you are to complete an out-of-class interview of a friend or neighbor, and bring a completed interview form to the next session.

In the next session, we will tabulate the information from the interview forms so that we can compare the occupations of the people you interviewed.

SESSION TWO

INTRODUCTION

In the previous session you were given an *Interview Form* (Wk 14), and we practiced interviewing in the classroom. You were to complete an out-of-class interview of a friend or neighbor, and bring a completed interview form to this session.

In this session we will tabulate the information from the interview forms so that we can compare the occupations of the people you interviewed. Later you will indicate your own preference for the occupational characteristics on the interview form, and decide which of the characteristics of the occupation resemble your preferences.

TASKS

This activity cannot be done until the learners have completed the interview and returned the completed Interview Form (Wk 14).

Show "Example of Comparison of Two Occupation" (Tr 15).

This is an example of how two occupations compare with each other.

You will complete other columns in a form like this to compare other occupations. Information for completing this comparison form will be taken from the interview forms completed during the last lession.

The top of each column is numbered. Column 1 is where you will indicate your preference for a future occupation. Column 2 in the example is a welder. The "X" marks in the column show that this welder had four years of high school training, one year of technical or vocational school, and one year of training on the job. Column 3 shows the training a teacher had.

Distribute "Comparison of Occupations" (Wk 16).

You will use information from the class members' completed interview forms to fill in as many of these columns as possible.

You mya wish to refer back to *Example of Comparison of Two Occupations* (Tr 15) if you need further explanation for completing Wk 16.

Ask the learners to exchange their completed interview forms.

Ten completed "Sample Interview Forms" (In 14) representing a wide variety of occupations, are found at the end of this lesson. These sample forms should be used while filling out "Comparison of Occupations" (Wk 16) in the following cases.

1. *If less than ten completed "Interview Forms" (Wk 14) are returned by learners*
2. *If the completed "Interview Forms" (Wk 14) that are returned do not represent a wide variety of occupations*

Individual or group discussions may be necessary where the learner did not completely fill in all the blanks on the "Interview Form" (Wk 14). Incompleteness may be due to inability of learner and/or the person interviewed to relate the items to the occupations. Where possible, help learners to relate items to occupations.

Call the learners' attention to the personal evaluation section of "Comparison of Occupations" (Wk 16).

This requires you to indicate a preference based on the information recorded. This is a very important part of this activity because later in life you will be making decisions that will determine your future. Future choices will not be limited to the occupations listed here; however, the procedure of comparing will be useful in helping you make wise decisions in the choice of a future occupation.

After completion of the personal evaluation section, ask the learners to place the completed "Interview Form" and "Comparison of Occupations" in their career folders.

SUMMARY

You have seen a comparison of two occupations and have shared information from your interview forms with other members of the class. You have completed a *Comparison of Occupations* (Wk 16), using information from your *Interview Forms* (Wk 14), and have placed this in your career folder.

In our next lesson we will turn our attention to such personal characteristics as abilities, and size, which also help to determine the kind of occupation in which a person would be happy and successful.

SUPPLEMENTAL ACTIVITIES

The learners may organize a debate using the following rules:

1. The learners form two debate teams with two on each team.
2. Each team selects an occupation that they are interested in and gathers information about the advantages of their selection, and/or the disadvantages of the occupation selected by the opposing team.
3. Follow debate procedure:
    a. Each member of the team presents information
    b. Each member of the team speaks once in rebuttal
4. The instructor may act as moderator and judge to award points to the teams.
5. The team receiving the most points is declared the winner.

ASSESSMENT PROCEDURES

Comparison of Occupations and Personal Preference (Wk 16) is also the assessment item for Lesson 5.

Use "Product Assessment Form 5" to evaluate the learners' responses on the assessment item in Lesson 5.

DESCRIPTION

The worksheet completed by the learners during Lesson 5 is used to assess achievement of the objective.

The instructor will review each learner's worksheet, checking for completion and accuracy.

DIRECTIONS

Using the *Product Assessment Form 5* provided, the instructor will assess the performance of each learner according to the following criteria:

1. The learner has identified his/her preference for training, salary, working conditions and benefits.
2. Each occupation listed was described by a check mark(s) in each of the following areas: training, salary, working conditions, and benefits.
3. The learner's personal preferences are accurately matched with an occupation having many of those characteristics.

KEY

Answers will vary according to the sources of information.

PRODUCT ASSESSMENT FORM 5

Date ______________

Lesson 5

Learner's Name	Preferences Identified				All Occ. Descr. include				Pref/Occ Matched
	Trng	Sal	Wk Con	Benef.	Trng	Sal	Wk Con	Benef.	
John Doe	✓	✓	✓	✓	✓	✓	✓	✓	✓

Name________________________

Date________________________

Lesson 5, Wk 14

INTERVIEW FORM

1. Name of occupation________________________________
2. Name of worker interviewed________________________
3. Characteristics of occupation. Check the appropriate spaces.
   A. Training:

	Number of Years					Subject Required or Helpful							Other Special Subjects - Specify
Kind of Training	1	2	3	4	More than four	Math	P.E.	English	Music	Science	Ind-Art	Social Studies	
High School													
Technical or Vocational School													
College													
Apprenticeship - On the job													

B. Salary:

	Thousands of Dollars Per Year				
	1-5	6-10	10-2-	20-30	Over 30
1. Beginning Salary					
2. Top Salary					
3. Number of Years Required to Reach Top Salary					

C. Working Conditions

D. Other Benefits

	Working Conditions															Other Benefits		
	Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces																			

D

Name ______________________

SAMPLE COPY

Date ______________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupations Locomotive Engineer
2. Name of worker interviewed ______________________
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years					Subject Required or Helpful							Other Special Subjects - Specify
	1	2	3	4	More than four	Math	P.E.	English	Music	Science	Ind-Art	Social Studies	
High School				✓									
Technical or Vocational School													
College													
Apprentice-ship - On the job					✓								

B. Salary:

	Thousands of Dollars Per Year				
	1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary		✓			
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			20		

C. Working Conditions
D. Other Benefits

	Working Conditions															Other Benefits			
	Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	45	✓			✓				✓	✓	✓	✓	✓			✓	✓	✓	✓

Name____________________

SAMPLE COPY

Date____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Recreation Worker
2. Name of worker interviewed____________________
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years: 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓			✓		✓	✓		✓	arts and crafts
Technical or Vocational School													
College				✓			✓		✓	✓		✓	Public Administration
Apprentice-Ship - On the job	✓												

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary		✓			
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			10		

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓	✓		✓					✓	✓	✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Motion Picture Projectionist
2. Name of worker interviewed ____________________
3. Characteristics of occupation. Check the appropriate spaces.
   A. Training:

Kind of Training	Number of Years					Subject Required or Helpful							Other Special Subjects - Specify
	1	2	3	4	More than four	Math	P.E.	English	Music	Science	Ind-Art	Social Studies	
High School				✓									Audio-Visual
Technical or Vocational School													
College													
Apprentice-ship - On the job		✓											

B. Salary:

	Thousands of Dollars Per Year				
	1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary	✓				
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			6		

C. Working Conditions

D. Other Benefits

	Working Conditions																Other Benefits		
	Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	36	✓			✓						✓	✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Civil Engineer
2. Name of worker interviewed ____________________
3. Characteristics of occupations. Check the appropriate spaces.
   A. Training:

Kind of Training	Number of Years 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓		✓		✓		✓		✓	
Technical or Vocational School													
College					✓	✓		✓		✓		✓	
Apprenticeship - On the job		✓											

B. Salary:

	Thousands of Dollars Per Year 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salry		✓			
2. Top Salary				✓	
3. Number of Years Required to Reach Top Salary				15-20	

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓	✓	✓	✓	✓	✓			✓		✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Lawyer
2. Name of worker interviewed ____________________
3. Characteristics of occupation. Check the appropriate spaces.
   A. Training:

Kind of Training	Number of Years 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓				✓				✓	Public Speaking
Technical or Vocational School													
College					✓			✓		✓		✓	Accounting
Apprenticeship - On the job		✓											

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary			✓		
2. Top Salary					✓
3. Number of Years Required to Reach Top Salary					20

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	50	✓			✓					✓		✓	✓		✓	✓	✓	✓	✓

Name

SAMPLE COPY

Date

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation *Machinist*
2. Name of worker interviewed
3. Characteristics of occupation. Check the appropriate spaces.
   A. Training:

	Number of Years					Subject Required or Helpful							Other Special Subjects - Specify
Kind of Training	1	2	3	4	More than four	Math	P.E.	English	Music	Science	Ind-Art	Social Studies	
High School				✓		✓				✓	✓		
Technical or Vocational School	✓										✓		
College													
Apprenticeship - On the job				✓									

B. Salary:

	Thousands of Dollars Per Year				
	1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary	✓				
2. Top Salary		✓			
3. Number of Years Required to Reach Top Salary		6			

C. Working Conditions

D. Other Benefits

	Working Conditions															Other Benefits			
	Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Sick Leave	Paid Health Insurance	Paid Vocation
Write in number of hours and check appropriate spaces	40	✓			✓				✓			✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Medical Technologist
2. Name of worker interviewed John Doe
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years: 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓		✓		✓		✓			
Technical or Vocational School	✓					✓				✓			
College				✓		✓				✓			
Apprentice-ship - On the job													

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary		✓			
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			10		

C. Working Conditions

D. Other Benefits

	Number of Hours per Week	Working Conditions: Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓			✓					✓		✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation State Police Officer
2. Name of worker interviewed ____________________
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓			✓	✓		✓		✓	
Technical or Vocational School	1/2												
College	✓												
Apprenticeship - On the job		✓											

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary	✓				
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			10		

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓	✓		✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓

Name

SAMPLE COPY

Date

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Printing Pressman
2. Name of worker interviewed
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years: 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓		✓				✓	✓		
Technical or Vocational School													
College													
Apprenticeship - On the job					✓								

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary	✓				
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			9		

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓		✓					✓	✓	✓	✓	✓			✓	✓	✓	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 5, In 14

INTERVIEW FORM

1. Name of occupation Cosmetologist
2. Name of worker interviewed Jane Doe
3. Characteristics of occupation. Check the appropriate spaces.

A. Training:

Kind of Training	Number of Years 1	2	3	4	More than four	Subject Required or Helpful: Math	P.E.	English	Music	Science	Ind-Art	Social Studies	Other Special Subjects - Specify
High School				✓				✓					
Technical or Vocational School	✓												
College													
Apprenticeship - On the job	✓												

B. Salary:

	Thousands of Dollars Per Year: 1-5	6-10	10-20	20-30	Over 30
1. Beginning Salary	✓				
2. Top Salary			✓		
3. Number of Years Required to Reach Top Salary			8		

C. Working Conditions

D. Other Benefits

	Working Conditions: Number of Hours per Week	Inside	Outside	Heavy	Light	Hot	Cold	Dirty	Noisy	With Others	Night	Day	Steady	Seasonal	Self-Employed	Work for Others	Other Benefits: Sick Leave	Paid Health Insurance	Paid Vacation
Write in number of hours and check appropriate spaces	40	✓			✓					✓		✓	✓			✓	✓	✓	✓

Example Of Comparison Of Two Occupations

A. TRAINING:	Yrs.	Names of occupations	your preference 1	welder 2	teacher 3	4	5	6	7	8	9	10	11	12
1. High School	1													
	2													
	3													
	4													
2. Tech. or Voc. school	1													
	2													
	3													
	4													
	4+													
3. College	1													
	2													
	3													
	4													
	4+													
4. Apprentice or on the job	1													
	2													
	3													
	4													
	4+													

Name______________________________

Date______________________________

Lesson 5, Wk 16

COMPARISON OF OCCUPATIONS AND PERSONAL PREFERENCE

Directions

1. Check the appropriate spaces in Column 1 that represent your preferences in a future occupation.

2. In other columns fill in the names of occupations about which information has been gathered on interview forms.

3. Check the spaces in other columns that represent the occupational information recorded on the interview forms.

	Names of Occupations	1 Your Preference	2	3	4	5	6	7	8	9	10
A. TRAINING	Years										
1. High School	1										
	2										
	3										
	4										
2. Technical or Vocational School	1										
	2										
	3										
	4										
More than	4										
3. College	1										
	2										
	3										
	4										
More than	4										
4. Apprenticeship or on-job training	1										
	2										
	3										
	4										
More than	4										

Personal evaluation: (To be done after completing both pages) of this Worksheet 16)

In which column do the check marks closely resemble the check marks in column 1?______________________________

COMPARISON OF OCCUPATIONS
AND PERSONAL PREFERENCE
(Continued)

Name________________________

Lesson 5, Wk 16

	Years	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B. SALARY (numbers equal)	$1,000																				
1. Beginning salary	1-5																				
	6-10																				
	11-20																				
	21-30																				
More than	30																				
2. Top salary	1-5																				
	6-10																				
	11-20																				
	21-30																				
More than	30																				
3. Years to reach top salary	1-5																				
	6-10																				
	11-20																				
More than	20																				
C. WORKING CONDITIONS																					
1. Hours per week	10-20																				
	21-30																				
	31-40																				
	41-50																				
More than	50																				
2. Inside																					
3. Outside																					
4. Heavy																					
5. Light																					
6. Hot																					
7. Cold																					
8. Dirty																					
9. Noisy																					
10. With others																					
11. Night																					
12. Day																					
13. Steady																					
14. Seasonal																					
15. Self-employed																					
16. Work for others																					
D. OTHER BENEFITS																					
1. Paid vacations																					
2. Sick leave																					
3. Paid health insurance																					

UNIQUE PERSONAL TRAITS

LESSON SIX

CONCEPT

The learner discovers the uniqueness of each individual by identifying individual personal traits in all the characteristics.

PERFORMANCE OBJECTIVE

Given a list of characteristics, the learner will identify the degree of his interest abilities for each characteristic.

LESSON TIME

90 minutes

NEW VOCABULARY

Unique	-	being without like or equal. Nothing else is like it
Characteristic	-	something that distinguishes, identifies, or describes
Traits	-	a distinguishing quality
Personal	-	relating to an individual

PREREQUISITE KNOWLEDGE

Recognition of individual differences

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Rating Sheet of Personal Characteristics (Wk 17)	Overhead projector
Example of One Person's Personal Characteristics (Tr 18)	Bulletin board display (may use Pic S 6 masters in unit)
Rules for "Who Is It?" (Ga 19)	Materials for constructing posters
The Effect of Personal Characteristics on Success (Wk 20)	
Discussion Strategy (Appendix A)	
List of Supplemental Materials (Appendix B)	
Product Assessment Form 6	

INSTRUCTOR PREPARATION TASKS

Prepare a copy of each of the following for each learner:

1. *Rating Sheet of Personal Characteristics* (Wk 17)
2. *Rules for Who Is It?* (Ga 19)
3. *The Effect of Personal Characteristics on Success* (Wk 20)

Construct a bulletin board depicting the wide range of individual characteristics of students such as size, shape, interests, ability, etc.

Prepare one copy of the assessment item *Product Assessment Form 6* for instructor use.

Obtain the following:

1. *Example of One Person's Personal Chacteristics* (Tr 18)
2. Overhead projector

Become familiar with concepts of the lesson and the content of the information sheets used.

INSTRUCTIONAL PROCEDURES

GENERAL INTRODUCTION

Prior to the beginning of the session, the instructor or learner volunteers will make a bulletin board display depicting the wide range of individual characteristics of learners, such as size, shape, interests, ability, etc.

Call the learners' attention to the bulletin board display.

In what ways are the individuals shown in the display different from each other?

Possible responses:

1. In size--height, weight
2. Ability--running, jumping
3. Interests--hobbies, social activities

These differences in people are called personal traits and each of us has his own traits for each characteristic. This is what makes each of us unique or special.

SESSION ONE

INTRODUCTION

In our previous lessons we learned about the differences in job characteristics, salary, training, major interests, working conditions, etc. that are important for making wise career choices. Another factor important for making wise career choices is the differences in each individual personal characteristics, such as size, strength, interests, ability, etc.

In this session we will turn our attention to differences in personal characteristics that make each individual unique.

You will identify your unique personal traits for several characteristics. In order to do this, we will view an example of the personal characteristics of one person, participate in class discussion to identify additional personal characteristics, complete the *Rating Sheet of Personal Characteristics* (Wk 17), and play a game involving personal characteristics.

TASKS

Show "Example of One Person's Personal Characteristics" (Tr 18)

	Low	Average	High
Physical:			
Weight		x	
Height			x
Physical strength		x	
Grades:			
Math	x		
Music			x
Science		x	
P.E.			x
English		x	
Social studies		x	
Reading		x	
Spelling			x
Shop			x
Home economics			
Art		x	

	Low	Average	High
Interests In:			
Working with people		x	
Working with things			x
Working with data	x		
Other Abilities:			
Drama		x	
Athletics			x
Speaking		x	
Writing	x		
List Hobbies:			
1. Stamp Collecting			
2. Hiking			
3.			

This represents one person's traits in these characteristics.

Orally identify other characteristics. List these on the chalkboard.

Possible responses:

1. Personality - how you get along with others
2. Agility - quickness in body movements
3. Manual dexterity - ability to use hands quickly and well
4. Curiosity - wanting to know

Distribute "Rating Sheet of Personal Characteristics" (Wk 17).

Look carefully at each personal characteristic on this rating sheet and check the column that best describes your own personal traits for each characteristic. Write at the bottom of the sheet a description of the personal traits that make you unique. We will then share each of our forms with one another. Are there any questions?

The instructor should fill out a form also.

After the learners complete Wk 17, tell them:

Now, we will exchange information sheets to learn more about each other. You will need this information in a game that we will play. Try to exchange sheets with several classmates so that you will be able to play the game better. For this activity, you may divide into small groups of three or four and talk with each other to check on how your classmates would rate you in these personal characteristics. Then adjust your own ratings if you feel they are not accurate.

SUMMARY

After the learners complete the small group discussions, tell them:

You have viewed an example of one person's personal characteristics and have participated in a discussion to identify other personal characteristics. You completed a rating sheet of your own personal traits. Now place the rating sheet in your career folder.

In our next session we will play a game involving your personal characteristics.

SESSION TWO

INTRODUCTION

In the last session you viewed an example of one person's characteristics and participated in a discussion to identify other personal characteristics. You completed a rating sheet of your own personal traits, wrote a brief summary of them, and placed the rating sheet in your career folder.

In this session, we will play a game involving your personal characteristics.

TASKS

In order to be ready for this game, each of you will again exchange your *Rating Sheet of Personal Characteristics* (Wk 17) with your classmates, and briefly review the personal characteristics listed there.

After five minutes, announce:

We are now ready to play "*Who Is IT?*" a game which will require you to use the personal characteristics of your fellow classmates.

Distribute "Rules for 'Who Is It?'" (Ga 19).

Be sure to read the rules carefully, especially rule "c" (not telling anyone the name of the person whom you have selected). As soon as you have finished reading the rules, we will choose a scorekeeper and begin.

After the learners read the rules, ask:

Are there any questions?

Discuss any questions raised. Have the learners play the game "Who Is It?" (Ga 19).

The following rules apply to the game "Who Is It?" (Ga 19).

a. Any person may volunteer to be "It" and start the game, or the instructor may select someone to be "it."

b. One person keeps score.

c. The person who is "It" may select any person in the class, but does not tell anyone who he has selected. The person should be one he knows well.

d. The remainder of the class will try to identify the person selected.

e. The person who is "It" will tell one of the personal characteristics of the person he has selected to be identified. For example, "He is tall," etc. (If a person who is "It" gives a wrong personal characteristics for the person to be identified, the person who is "It" will lose five points.)

f. The person who is "It" then calls upon someone to guess the person to be identified.

g. If the person called on correctly identifies the person selected, he becomes "It," selects another person to be identified, and repeats e and f above.

h. If the person called upon fails to identify the person chosen, the one who is "It" is credited with one point.

i. After receiving a point the person who is "It" gives another personal characteristic of the person to be identified and again calls on someone to identify him.

j. If the person called on fails to identify the one to be identified, the one who is "It" receives another point.

k. Continue the game by repeating i and j above until the one selected has been correctly identified.

l. The person who correctly identifies the one selected becomes "It" and repeats the above procedure. A person cannot be "It" twice, but may select someone to take his place if he becomes eleigible by correctly identifying the person selected.

m. The person with the most points is declared the winner. Token awards may be given.

At the end of the game, announce:

Now place *Rating of Personal Characteristics* (Wk 17) in your folder and return *Rules for Playing "Who Is It?"* (Ga 19) to me.

SUMMARY

You have viewed an example of one person's personal characteristics and have participated in a discussion to identify other personal characteristics. You completed a rating sheet of your own personal traits, wrote a brief summary of them, and used this rating sheet to prepare for playing a game. Now place [illegible] rating sheet in your career folder.

THE FOLLOWING IS OPTIONAL:

In the next session we will try to relate each of these personal characteristics to its effect on success in a selected career. For this you will need to complete an out-of-class assignment using *The Effect of Personal Characteristics on Success* (Wk 20).

Distribute "The Effect of Personal Characteristics on Success: (Wk 20).

Use this form for interviewing a worker in a particular occupation and rating the effect these personal characteristics have on success in his occupation. Ask the worker how each of the personal characteristics affects his success in the occupation. Record the worker's responses by putting acheck mark in the columns that represent his responses. If a particular characteristic, such as "weight," has no effect on success in the occupation of a worker interviewed, you should put check marks in the "no effect" column for all three weight ratings (low, average, high).

Does weight have an effect on success in your occupation?

____Possible response: No

Learner puts check marks in the "no effect" column for low, average, and high weight.

Does physical strength have an effect on success in your occupation?

Possible response:

It will increase the chances for success.

Learner puts a check mark in the "increase" column for high physical strength.

Does low physical strength or average physical strength have an effect on success:

Possible response:

Low physical strength may decrease a person's chances for success but average physical strength will have little or no effect on success.

Learner puts a check mark in the "decrease" column for low physical strength and in the "no effect" column for average physical strength.

Are there any questions?

Discuss questions.

Bring this completed interview sheet to the next session.

If learners need practice in interviewing, repeat the role-playing activity in Lesson 5.

SUPPLEMENTAL ACTIVITIES

1. The learners may make posters and drawings depicting personal characteristics of learners.

2. The learners may read information on individuality in encyclopedia or other source, summarize the information read, and report to the class orally.
3. The learners look for examples of how individual differences have affected persons who have become successful. They may use the library or an encyclopedia.
4. The learners may read in a health textbook or other source about their likeness to others and use the information to write a brief report about how you are alike and different from others. This may be placed in career folders and/or given orally.

5. The learners may use dictionaries to write sentences using the new vocabulary words.

6. The learners may view the pictures and do the suggested activities in *The Emotional Me, No. 5*, and *The Individual Me*, SRA (see Appendix B).

7. The learners may hear and view the filmstrip recording *Who Do You Think You Are?* A group discussion should follow the activity (see Bibliography).

8. The learners may read library books related to personal traits (see Appendix B).

ASSESSMENT PROCEDURES

Rating Sheet of Personal Characteristics (Wk 17) is also the assessment item for this objective. Use *Product Assessment Form 6* to evaluate learners' responses on assessment items in Lesson 6.

DESCRIPTION

The worksheet completed by the learners during Lesson 6 is used to assess the achievement of the objective.

The instructor will review each learner's worksheet, checking for completion and accuracy.

DIRECTIONS

Using tbe*Product Assessment Form 6* provided, the instructor will assess the performance of each learner, indicating whether the learner made a response in each of the following areas: physical characteristics, grades, interests, abilities, hobbies.

There are two columns under each area. The instructor places a check mark in the first one to indicate the learner responded to this area. The second column (marked with an asterisk) is used to indicate the instructor's judgment of the accuracy of the response. A check mark (✓) indicates agreement, a minus (-) indicates disagreement.

KEY

Answers will vary according to the learner. The scoring key provides a quick reference to percentages.

	no/5	0/0
1	1/5	20
2	2/5	40
3	3/5	60
4	4/5	80
5	5/5	100

It is suggested that those learners who fail to respond at the 60 percent level be required to complete the *Rating Sheet of Personal Characteristics (Wk 17)* again.

PRODUCT ASSESSMENT FORM 6

Date ____________________

Lesson ______6______

Learner's Name	Responses Made in Each Area										Learner Resp.		Instr. Judg*	
	hys.		Grades		Int.		Abil.		Hob.		no/5	0/0	no/5	0/0
		*		*		*		*		*			*	*
John Doe	✓	✓	✓	-	✓	✓	✓	-	✓	✓	5/5	100	3/5	60

Name ____________________

Date ____________________

Lesson 6, Wk 17

RATING SHEET OF PERSONAL CHARACTERISTICS

Directions: Place a check mark in the columns that describe you.

	Low	Average	High
Physical:			
Weight			
Height			
Physical strength			
Grades:			
Math			
Music			
Science			
P.E.			
English			
Social studies			
Reading			
Spelling			
Shop			
Home economics			
Art			

	Low	Average	High
Interests In:			
Working with people			
Working with things			
Working with data			
Other Abilities:			
Drama			
Athletics			
Speaking			
Writing			
List Hobbies:			
1.			
2.			
3.			

Other personal characteristics:

1. ____________________

2. ____________________

3. ____________________

Briefly summarize the personal traits that make you unique.

____

____

____

EXAMPLE OF ONE PERSON'S PERSONAL CHARACTERISTICS

A

	Low	Average	High
Physical:			
Weight		X	
Height			X
Physical Strength		X	
Grades:			
Math	X		
Music			X
Science		X	
P.E.			X
English		X	
Social Studies		X	
Reading		X	
Spelling			X
Industrial Arts			X
Home Economics			
Arts		X	

RULES FOR "WHO IS IT?"

1. Any person may volunteer to be "It" and start the game, or the instructor may select someone to be "It."

2. One person keeps score.

3. The person who is "It" may select any person in the class, but does not tell anyone who he has selected. The person should be one he knows well.

4. The remainder of the class will try to identify the person selected.

5. The person who is "It" will tell one of the personal characteristics of the person he has selected to be identified. For example, he is tall, etc. (If the person who is "It" gives a wrong personal characteristic for the person to be identified, the person who is "It" will lose five points.)

6. The person who is "It" then calls upon someone to guess the person to be identified.

7. If the person called on correctly identifies the person selected, he receives one point, becomes "It," selects another person to be identified, and repeats e and f above.

8. If the person called upon fails to identify the person chosen, the one who is "It" is credited with one point.

9. After receiving a point, the person who is "It" gives another personal characteristic of the person to be identified and again calls on someone to identify him.

10. If the person called on fails to identify the one to be identified, the one who is "It" receives another point.

11. Continue the game by repeating i and j above until the one selected has been correctly identified.

RULES FOR "WHO IS IT?"
(Continued)

12. The person who correctly identifies the one selected becomes "It" and repeats the above procedure. A person cannot be "It" twice, but may select someone to take his place if he becomes eligible by correctly identifying person selected.

13. The person with the most points is declared the winner. Token awards may be given.

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ______________________________
Date ______________________________
Name of Occupation ______________________________
Name of Person Interviewed ______________________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low			
	average			
	high			
2. Height	low			
	average			
	high			
3. Physical strength	low			
	average			
	high			
4. Grades-Math	low			
	average			
	high			
Music	low			
	average			
	high			
Science	low			
	average			
	high			
Physical education	low			
	average			
	high			
English	low			
	average			
	high			

		Effect On Success		
		Increase	No Effect	Decrease
Grades (Continued) Social Studies	low			
	average			
	high			
Reading	low			
	average			
	high			
Spelling	low			
	average			
	high			
Shop	low			
	average			
	high			
Home economics	low			
	average			
	high			
Art	low			
	average			
	high			
5. Interests in	hobbies			
Working with people				
Working with things				
Working with data				
6. Other abilities Drama				
Athletics				
Speaking				
Writing				

Other personal characteristics that will increase success:
1. ______________________________
2. ______________________________
3. ______________________________

PERSONAL TRAITS AFFECT SUCCESS

LESSON SEVEN

CONCEPT

The learner will discover the effect personal traits can have on occupational success.

PERFORMANCE OBJECTIVE

Given a list of personal traits, the learner will select a specific occupation and relate each personal trait to its effect on potential success in that occupation.

LESSON TIME

120 minutes

PREREQUISITE KNOWLEDGE

Unique personal characteristics

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Rating Sheet of Personal Characteristics (Wk 17)	Marking pencil for transparency Overhead projector

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
The Effect of Personal Characteristics on Success (Wk 20)	List of success stories of famous people from school and/or public library
Sample copies: *The Effect of Personal Characteristics on Success* - optional (In 20)	
Example of the Effect Personal Characteristics May Have On Success in a Selected Career (Tr 21)	
Example of the Effect Personal Characteristics May Have On Success in a Selected Career (Tr 22)	
The Effect of Personal Characteristics on Success (Tr 23)	
List of Supplemental Materials (Appendix B)	
Product Assessment Form 7	

INSTRUCTOR PREPARATION TASKS

Prepare one copy of the following for each learner:

1. *Rating Sheet of Personal Characteristics* (Wk 17) found in Lesson 6

2. *The Effect of Personal Characteristics on Success* (Wk 20) found in Lesson 6

Prepare one copy of the following for instructor use:

1. *Examples of the Effect Personal Characteristics May Have on Success in a Selected Career* (Tr 21 and Tr 22)

2. *The Effect of Personal Characteristics on Success* (Tr 23)

3. *Product Assessment Form 7*

Acquire the following:

1. A marking pencil for writing on transparencies

2. An overhead projector

Read the story of Thomas Edison found within the lesson.

Become familiar with the concepts of the lesson and the content of the information sheets.

INSTRUCTIONAL PROCEDURES

GENERAL INTRODUCTION

The instructor or previously assigned learner(s) will tell, or learners will read, success stories of famous people, and will stress the personal traits or characteristics that enabled those people to be successful.

Examples:

1. Famous athletes - Jesse Owens, Jim Thorpe, Glen Cunningham, Mark Spitz, etc.
2. Presidents of the United States
3. Famous scientists or inventors

Example of success story of a famous person:

THOMAS A. EDISON

Thomas Edison can furnish us with a good example of how one's personal characteristics can influence success in a career or occupation. Edison did not have unusual physical traits, and he had the opportunity of formally attending school only three months in his life. However, he had curiosity - a desire to know why things happened and what made things work. Even as a small boy, his curiosity was unusual. He was not satisfied with knowing that the body heat of a mother chicken would hatch eggs. He actually tried to hatch eggs by keeping them warm with his own body. (Read a biography of Edison to find out whether or not he succeeded.) This curiosity led him into activities dealing with data (ideas) and things (machines). As a result of these personal traits, Edison became one of our most famous inventors. All our lives are affected by his inventions of the electric light, the motion picture camera, the phonograph, and many other electrical devices.

The personal traits that make us unique are often the key to how successful we will be in school, in an occupation, or in life.

In order to go on with this session, the learners must have returned their completed interview rating sheets (Wk 20) used for interviewing workers.

SESSION ONE

INTRODUCTION

In the previous session, we identified the personal characteristics that make us unique. In this session, we will see how these characteristics can increase or decrease success in a selected occupation. We will do this by viewing *Examples of the Effect Personal Characteristics May Have on Success* (Tr 21 and Tr 22) and by having a group discussion of how these characteristics may affect success in another occupation. We will also use the information gathered in the interview of workers and recorded on *The Effect of Personal Characteristics on Success* (Wk 20), which was distributed in the previous session.

TASKS

Show "Examples of the Effect Personal Characteristics May Have on Success in a Selected Career" (Tr 21).

Football Coach

1. Being tall and heavy will be a help in demonstrating the importance of physical strength.
2. Manual dexterity will provide coordination necessary to become skillful in the sport.
3. An interest in people will be an asset because rapport with team members and the public is essential.
4. A friendly personality will help establish rapport and good public relations.
5. Being a good learner will help one understand the data needed to plan for a game.
6. If wealth is a major goal, one may need a parttime or summer job.
7. Special ability in math will not be necessary.

The first characteristic listed here, "being tall and heavy," will be helpful when the coach demonstrates the use of physical strength in playing football. In what other occupations will physical strength be helpful?

Possible responses:

1. Fireman
2. Construction worker
3. Policeman
4. Other professional sports

A friendly personality will help the coach in getting along with the team members. It helps everyone work together to be a better team. In what other occupations will a friendly personality be helpful?

Possible responses:

1. Salesman
2. Doctor
3. Instructor
4. Nurse

Continue with similar questions about the other examples on Tr 21.

What characteristic listed will probably have no affect on success in this occupation?

Possible response: Special ability in math

Show "Example of the Effect Personal Characteristics May Have on Success" (Tr 22).

Cosmetologist

1. Being attractive, and well groomed will offer a good example to customers and give them confidence in the cosmetologist's ability.
2. An interest in people is important because good rapport with customers is essential.
3. Manual dexterity will provide the coordination necessary to become skillful.
4. Being friendly and a good conversationalist will make customers' calls pleasant. They will then be more likely to return.
5. Low math ability will have little effect on this career, provided fundamental processes are mastered.

Repeat the discussion and questioning procedures used with Tr 21.

You will notice that not all personal characteristics directly affect success in any one occupation. Remember, too, that your present personal characteristics should not be used as the final means of choosing or planning for a future career. Some of your personal traits will change - your height, weight, and abilities will change as you grow.

Have a group discussion of the two "Examples of the Effect Personal Characteristics May Have on Success in a Selected Career" (Tr 21 and Tr 22). Leave Tr 22 showing.

Now think of other occupations where success might be affected by the same personal characteristics and occupations in which success might be affected by a different set of personal characteristics.

Learners respond orally.

As an example *(point to item 2 on Tr 22)* in what other occupation besides cosmetology is an interest in people important for success?

Possible responses:

1. Lawyer
2. Instructor
3. Counselor
4. Nurse
5. Salesman

In what occupation is an interest in people not so important for success?

Possible responses:

1. Auto mechanic
2. Carpenter
3. Bricklayer
4. Bookkeeper
5. Electronics engineer

SUMMARY

In this session, you heard success stories about famous people which illustrated how personal characteristics may influence success. We've viewed and discussed *Examples of the Effect Personal Characteristics May Have on Success* (Wk 20).

In the next session, we will use your *Rating Sheet of Personal Characteristics* (Wk 17) and the interview rating sheet (Wk 20) to compare your personal characteristics with those that influence success in an occupation.

SESSION TWO

INTRODUCTION

In the last session some of you told success stories about famous people which illustrated how personal characteristics influence success. We have also viewed and discussed *Examples of the Effect Personal Characteristics May Have on Success* (Wk 20).

In this session, we will use your *Rating Sheet of Personal Characteristics* (Wk 17) and the interview rating sheet (Wk 20) to compare your personal characteristics with those that influence success in an occupation.

TASKS

Refer to your own *Rating Sheet of Personal Characteristics* (Wk 17). Transfer these ratings to our completed interview rating sheet (Wk 20).

Show Tr 23 (this is a copy of Wk 20), and be prepared to write on it.

We will use this transparency, which is a copy of your interview rating sheet (Wk 20), to illustrate how to transfer the information from Wk 17 to Wk 20.

Illustrate by circling items on the transparency that represent a personal rating from Wk 17. You may use a learner's completed Wk 17 form as a guide for making on the transparency.

Ask the learners to transfer the information from Wk 17 to Wk 20. After they have completed this transfer, ask the question:

Do you rate hight in all of the personal characteristics that are checked as important to increased success in the occupation used for the interview? If you do, what does this indicate.

Leave Tr 23 on.

Possible response:

The occupation is one in which the learner could be successful.

If you do not, what does this indicate?

Possible response:

The occupation may not be suitable for the learner, or the learner may need to change some of his behavior.

Let's use someone's completed interview rating sheet (Wk 20) and transfer the information to this blank example of an interview rating sheet (Wk 20).

Use the marking pencil to mark the ratings on Tr 23 from a learner's completed interview rating sheet (Wk 20).

Which of the personal characteristics we circled from the *Rating Sheet of Personal Characteristics* (Wk 17) are the same as the characteristics checked as important to increased success in this occupation? Which ones are different?

Ask the learners to respond orally.

Our next activity will require you to share interview forms with each other. The object is to find an interview rating sheet (Wk 20) completed by you or one of your classmates where the rating of personal characteristics for increasing success are similar to the personal ratings you transferred from Wk 17.

Distribute another copy of Wk 20 to each learner.

When you find an interview rating sheet (Wk 20) that has personal characteristics rated for increasing success most similar to your personal ratings on Wk 17, do this:

1. Copy the information from the interview rating sheet (Wk 20) onto the blank interview rating sheet (Wk 20).
2. Transfer the information from your *Rating Sheet of Personal Characteristics* (Wk 17) to the blank interview rating sheet (Wk 20), just as you did on your original interview rating sheet (Wk 20).

3. Turn in your new interview rating sheet (Wk 20) to me.

We will determine which person has found a Wk 20 form most similar to his own Wk 17 forms.

Any inaccurate information on the Wk 20 form makes you ineligible to receive credit for this activity, so be accurate.

Ten completed sample interview rating sheets (In 20), representing a wide variety of occupations, are found at the end of this lesson. These sample forms should be used while the learners are looking for an In 20 form with rating similar to their own. They should only be used if the following situations occur.

1. *Less than ten completed "Interview Forms" (Wk 14) are returned by the learners.*
2. *The completed "Interview Forms" (Wk 14) that are returned do not represent a wide variety of occupations.*

Checking the new Wk 20 form may be done by the instructor or the learners. The following point system is suggested for determining which Wk 20 form has the highest score.

1. *Count the number of characteristics - weight, height, strength - where the learner's own rating, transferred from Wk 17 form is checked in the increase column on the new Wk 20 form. Allow two points for each of these.*

2. *Count the number of characteristics where the learner's own rating is checked in the no effect column on the new Wk 20 form. Allow one point for each of these.*

3. *Count the number of characteristics where the learner's own rating is checked in the decrease column on the new Wk 20 form. Subtract one point for each of these.*

4. *The learner with the highest score is the winner.*

Token awards may be given.

After the learners complete the new Wk 20 forms and have turned them in, ask them to:

Place your own interview rating sheet (Wk 20) in your career folder, along with the other materials for the unit.

SUMMARY

You have viewed two *Examples of the Effects Personal Characteristics May Have on Success in a Selected Career* (Tr 21 and Tr 22) and participated in a discussion of how the same characteristics can affect success in another occupation. You have shared the information from your completed interview rating sheet (Wk 20) with classmates and participated in a group activity to see who could find an interview rating sheet (Wk 20) where the characteristics rated as important to success is an occupation were most similar to his own personal characteristics.

You have placed the interview rating sheet (Wk 20) in your career folder. In the next lesson, we will identify academic (reading, writing, and language) activities associated with various occupations to see how these academic activities can affect success in an occupation.

SUPPLEMENTAL ACTIVITIES

Have the learners view the pictures and do the suggested activities in the SRA Language Development Program, *Working Together No. 38* (see Bibliography).

Have the learners view and hear the filmstrip recording *You Got Mad - Are you Glad?* (see Bibliograpy).

Have the learners read *List of Supplemental Materials* related to personal characteristics found in Appendix B.

ASSESSMENT PROCEDURES

The *Effect of Personal Characteristics on Success* (Wk 20) is the assessment item for this lesson.

Use the *Product Assessment Form 7* to evaluate the learners' responses.

DESCRIPTION

The *Effect of Personal Characteristics on Success* (Wk 20) completed by the learners is used to assess the achievement of the objective.

DIRECTIONS

A *Product Assessment Form 7* is provided for the instructor to use in recording the evaluation of the item. Place check marks in the appropriate column.

KEY

Answers will vary according to the sources of information. They must be completed to the instructor's satisfaction.

PRODUCT ASSESSMENT FORM 7

Date ____________

Lesson 7

Learner Name	Learner Completed Form	Learner Did Not Complete Form
John Doe	✓	

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ____________________

Date ____________________

Name of Occupation Recreation Worker

Name of Person Interviewed ____________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high			✓
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low			✓
	average		✓	
	high	✓		
4. Grades-Math	low			✓
	average		✓	
	high		✓	
Music	low			✓
	average		✓	
	high	✓		
Science	low		✓	
	average		✓	
	high		✓	
Physical education	low			✓
	average		✓	
	high	✓		
English	low			✓
	average		✓	
	high		✓	

		Effect On Success Increase	No Effect	Decrease
Grades (Continued) Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high		✓	
Spelling	low		✓	
	average		✓	
	high		✓	
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low			✓
	average		✓	
	high	✓		
5. Interests in	hobbies			
Working with people		✓		
Working with things			✓	
Working with data		✓		
6. Other abilities Drama		✓		
Athletics		✓		
Speaking		✓		
Writing			✓	

Other personal characteristics that will increase success:

1. ____________________
2. ____________________
3. ____________________

SAMPLE COPY

THE EFFECT OF PERSONAL CHARACTERISITICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ______________________________
Date ______________________________
Name of Occupation Motion Picture Projectionist
Name of Person Interviewed ______________________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

			Effect On Success		
			Increase	No Effect	Decrease
1.	Weight	low		✓	
		average		✓	
		high		✓	
2.	Height	low		✓	
		average		✓	
		high		✓	
3.	Physical strength	low		✓	
		average		✓	
		high		✓	
4.	Grades-Math	low			
		average			
		high			
	Music	low		✓	
		average		✓	
		high		✓	
	Science	low			✓
		average		✓	
		high		✓	
	Physical education	low		✓	
		average		✓	
		high		✓	
	English	low		✓	
		average		✓	
		high		✓	

			Effect On Success		
			Increase	No Effect	Decrease
	Grades (Continued)				
	Social Studies	low		✓	
		average		✓	
		high		✓	
	Reading	low			✓
		average		✓	
		high		✓	
	Spelling	low		✓	
		average		✓	
		high		✓	
	Shop	low			✓
		average		✓	
		high		✓	
	Home economics	low			✓
		average		✓	
		high		✓	
	Art	low		✓	
		average		✓	
		high		✓	
5.	Interests in	hobbies			
	Working with people			✓	
	Working with things		✓		
	Working with data			✓	
6.	Other abilities				
	Drama			✓	
	Athletics			✓	
	Speaking			✓	
	Writing			✓	

Other personal characteristics that will increase success:
1. ______________________________
2. ______________________________
3. ______________________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ____________________

Date ____________________

Name of Occupation Civil Engineer

Name of Person Interviewed ____________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low			✓
	average		✓	
	high	✓		
4. Grades- Math	low			✓
	average		✓	
	high	✓		
Music	low		✓	
	average		✓	
	high		✓	
Science	low			✓
	average		✓	
	high	✓		
Physical education	low			✓
	average		✓	
	high		✓	
English	low			✓
	average		✓	
	high		✓	

		Effect on Success		
		Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high	✓		
Spelling	low		✓	
	average		✓	
	high.		✓	
Shop	low			✓
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people			✓	
Working with things		✓		
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics		✓		
Speaking			✓	
Writing			✓	

Other personal characteristics that will increase success:

1. ____________________

2. ____________________

3. ____________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ______________________
Date ______________________
Name of Occupation Lawyer
Name of Person Interviewed ______________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low		✓	
	average		✓	
	high		✓	
4. Grades-Math:	low			✓
	average		✓	
	high		✓	
Music	low		✓	
	average		✓	
	high		✓	
Science	low			✓
	average		✓	
	high		✓	
Physical education	low		✓	
	average		✓	
	high		✓	
English	low			✓
	average		✓	
	high	✓		

		Effect On Success		
		Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low			✓
	average		✓	
	high	✓		
Reading	low			✓
	average		✓	
	high	✓		
Spelling	low			✓
	average		✓	
	high	✓		
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people		✓		
Working with things			✓	
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics			✓	
Speaking		✓		
Writing		✓		

Other personal characteristics that will increase success:
1. ______________________
2. ______________________
3. ______________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ____________________
Date ____________________
Name of Occupation Machinist
Name of Person Interviewed ____________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low.			✓
	average		✓	
	high		✓	
4. Grades-Math	low			✓
	average		✓	
	high		✓	
Music	low		✓	
	average		✓	
	high		✓	
Science	low		✓	
	average		✓	
	high		✓	
Physical education	low			✓
	average		✓	
	high		✓	
English:	low		✓	
	average		✓	
	high		✓	

		Effect On Success		
		Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high		✓	
Spelling	low		✓	
	average		✓	
	high		✓	
Shop	low			✓
	average		✓	
	high	✓		
Home economics	low			✓
	average		✓	
	high	✓		
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people			✓	
Working with things		✓		
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics		✓		
Speaking			✓	
Writing			✓	

Other personal characteristics that will increase success:
1. ____________________
2. ____________________
3. ____________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ____________________
Date ____________________
Name of Occupation State Police Officer
Name of Person Interviewed ____________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success ~~in~~ the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success Increase	No Effect	Decrease
1. Weight	low			✓
	average		✓	
	high		✓	
2. Height	low			✓
	average		✓	
	high	✓		
3. Physical strength	low			✓
	average		✓	
	high	✓		
4. Grades- Math	low			✓
	average		✓	
	high		✓	
Music	low		✓	
	average		✓	
	high		✓	
Science	low			✓
	average		✓	
	high		✓	
Physical education	low			✓
	average		✓	
	high	✓		
English	low			✓
	average		✓	
	high		✓	

		Effect on Success Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low			✓
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high		✓	
Spelling	low		✓	
	average		✓	
	high		✓	
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people		✓		
Working with things			✓	
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics		✓		
Speaking		✓		
Writing			✓	

Other personal characteristics that will increase success:
1. ____________________
2. ____________________
3. ____________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name____________________________________
Date____
Name of Occupation Printing Pressman
Name of Person Interviewed__________________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupation. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low			✓
	average		✓	
	high	✓		
4. Grades-Math	low			✓
	average		✓	
	high		✓	
Music	low		✓	
	average		✓	
	high		✓	
Science	low		✓	
	average		✓	
	high		✓	
Physical education	low		✓	
	average		✓	
	high		✓	
English	low		✓	
	average		✓	
	high		✓	

		Effect On Success		
		Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high		✓	
Spelling	low		✓	
	average		✓	
	high		✓	
Shop	low			✓
	average		✓	
	high	✓		
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people			✓	
Working with things		✓		
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics			✓	
Speaking			✓	
Writing			✓	

Other personal characteristics that will increase success:
1. ____________________________________
2. ____________________________________
3. ____________________________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ______________________
Date ______________________
Name of Occupation Cosmetologist
Name of Person Interviewed ______________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success		
		Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high			✓
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low			✓
	average		✓	
	high		✓	
4. Grades-Math	low		✓	
	average		✓	
	high		✓	
Music	low		✓	
	average		✓	
	high		✓	
Science	low		✓	
	average		✓	
	high		✓	
Physical education	low			
	average			
	high			
English	low			✓
	average		✓	
	high		✓	

		Effect On Success		
		Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high		✓	
Spelling	low		✓	
	average		✓	
	high		✓	
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low			✓
	average		✓	
	high	✓		
Art	low			✓
	average		✓	
	high	✓		
5. Interests in	hobbies			
Working with people		✓		
Working with things		✓		
Working with data			✓	
6. Other abilities				
Drama			✓	
Athletics			✓	
Speaking		✓		
Writing			✓	

Other personal characteristics that will increase success:
1. ______________________
2. ______________________
3. ______________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ____________________
Date ____________________
Name of Occupation Insurance Salesman
Name of Person Interviewed ____________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success: Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low		✓	
	average		✓	
	high		✓	
4. Grades-Math	low			✓
	average		✓	
	high	✓		
Music	low		✓	
	average		✓	
	high		✓	
Science	low		✓	
	average		✓	
	high		✓	
Physical education	low		✓	
	average		✓	
	high		✓	
English	low			✓
	average		✓	
	high	✓		

		Effect On Success: Increase	No Effect	Decrease
Grades (Continued)				
Social Studies:	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high	✓		
Spelling	low			✓
	average		✓	
	high		✓	
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people		✓		
Working with things			✓	
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics			✓	
Speaking		✓		
Writing			✓	

Other personal characteristics that will increase success:
1. ____________________
2. ____________________
3. ____________________

THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

INTERVIEW RATING SHEET

Learner's Name ______________________________

Date ______________________________

Name of Occupation Medical Technologist

Name of Person Interviewed ______________________________

Instructions: Put a check mark in the column that represents the degree of effect the listed characteristic may have on success in the occupations. Check the "Increase" column if it will increase success; check the "Decrease" column if it will decrease success; check the "No Effect" column if it will have no effect on success in the occupation.

		Effect On Success: Increase	No Effect	Decrease
1. Weight	low		✓	
	average		✓	
	high		✓	
2. Height	low		✓	
	average		✓	
	high		✓	
3. Physical strength	low		✓	
	average		✓	
	high		✓	
4. Grades- Math	low			✓
	average		✓	
	high	✓		
Music	low		✓	
	average		✓	
	high		✓	
Science	low			✓
	average		✓	
	high	✓		
Physical education	low		✓	
	average		✓	
	high		✓	
English	low			✓
	average			
	high			

		Effect On Success: Increase	No Effect	Decrease
Grades (Continued)				
Social Studies	low		✓	
	average		✓	
	high		✓	
Reading	low			✓
	average		✓	
	high	✓		
Spelling	low			✓
	average		✓	
	high		✓	
Shop	low		✓	
	average		✓	
	high		✓	
Home economics	low		✓	
	average		✓	
	high		✓	
Art	low		✓	
	average		✓	
	high		✓	
5. Interests in	hobbies			
Working with people			✓	
Working with things		✓		
Working with data		✓		
6. Other abilities				
Drama			✓	
Athletics			✓	
Speaking				
Writing		✓		

Other personal characteristics that will increase success:

1. ______________________________
2. ______________________________
3. ______________________________

EXAMPLE OF THE EFFECT PERSONAL CHARACTERISTICS MAY HAVE ON SUCCESS IN A SELECTED CAREER

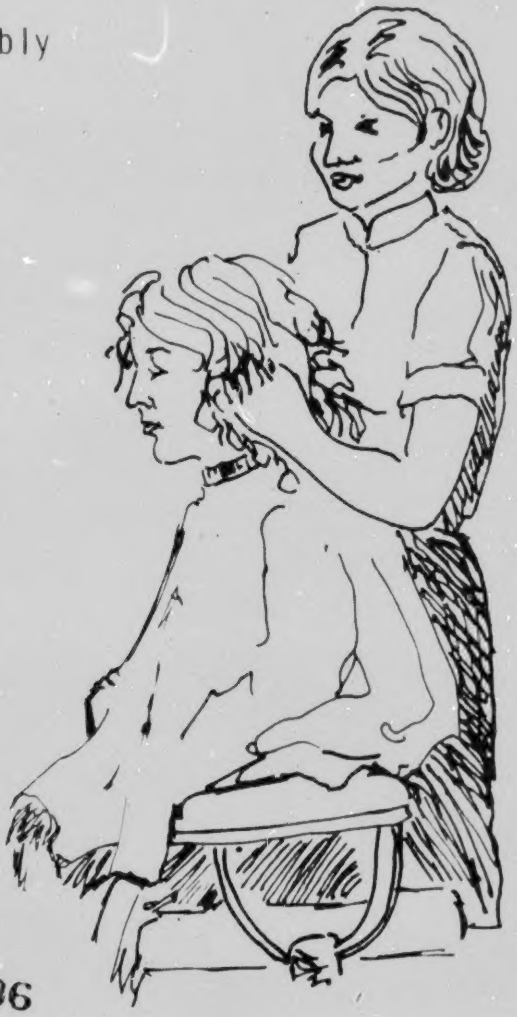
FOOTBALL COACH

1. In Shape -- Provides Good Example
2. Friendly Personality -- Builds Rapport - Team and Public
3. Manual Dexterity -- Aids in Demonstrations
4. Good Student -- Understanding of Game and Planning
5. Math Ability -- Average Ability Adequate

EXAMPLE OF THE EFFECT PERSONAL CHARACTERISTICS MAY HAVE ON SUCCESS IN A SELECTED CAREER

COSMETOLOGIST

1. Well Groomed -- Gives Customers Confidence
2. Interest In People -- Good Rapport With Customers
3. Manual Dexterity -- Coordination Needed
4. Good Conversationalist -- Pleasant
5. Low Math Ability -- Probably Little Effect



THE EFFECT OF PERSONAL CHARACTERISTICS ON SUCCESS

			Effect on Success		
			Increase	No effect	Decrease
1.	Weight:	low			
		av.			
		high			
2.	Height:	low			
		av.			
		high			
3.	Physical strength:	low			
		av.			
		high			
4.	Grades-Math:	low			
		av.			
		high			
	Music:	low			

		Effect on Success		
		Increase	No effect	Decrease
Grades (Continued)				
Social Studies:	low			
	av.			
	high			
Reading:	low			
	av.			
	high			
Spelling:	low			
	av.			
	high			
Industrial Arts	low			
	av.			
	high			
Home Economics	low			

DEVELOPING COMPETENCY
THROUGH ACADEMIC ACTIVIES

LESSON EIGHT

CONCEPT

The learner will discover how occupational competencies can be developed through academic activities.

PERFORMANCE OBJECTIVE

Given an occupation, the learner will list the academic activities which will increase his competency prior to employment.

LESSON TIME

90 minutes (flexible)

NEW VOCABULARY

Competency	- the condition of having required abilities; capabilities
Factors	- things that contribute to a result or product
Contributing	- supplying a part
Academic	- formal study involving reading and writing

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Information from Guest Speaker (Wk 24)	Guest speaker
Interview Form Part I and Part II (Wk 25)	Old magazines
(Example) Interview Form Part I (Tr 26)	Materials for poster and/or bulletin board display
(Example) Interview Form Part II (Tr 27)	
List of Supplemental Materials (Appendix B)	
Role-Playing Strategy (Appendix A)	
Guest Speaker Strategy (Appendix A)	
Product Assessment Form 8	

INSTRUCTOR PREPARATION TASKS

Prepare one copy of the following for each learner:

1. *Information from Guest Speaker* (Wk 24)
2. *Interview Form Part I and Part II* (Wk 25)

Prepare one copy of the following for instructor use:

1. *(Example) Interview Form Part I* (Tr 26)
2. *(Example) Interview Form Part II* (Tr 27)
3. *Product Assessment Form 8*

Read the following strategy information:

1. *Role-Playing Strategy* (Appendix A)
2. *Guest Speaker Strategy* (Appendix A)

Obtain the following:

1. Old magazines for cutouts
2. Materials for posters and/or bulletin board display
3. Overhead projector

Contact the guest speaker and give him a copy of *Information from Guest Speaker* (Wk 24).

Become familiar with the concepts of the lesson and the content of the information sheets used.

INSTRUCTIONAL PROCEDURES

GENERAL INTRODUCTION

Before we begin this lesson, some of you are going to do short role-playing scenes in which you will act out a fictitious or imaginary on-the-job situation.

This can be done in an impromptu manner. Role players may use humor and satire. The following are a few examples; the instructor and learners may think of others. Refer to Appendix A for help in role playing.

Note: The instructor should introduce each role-playing scene with a brief description of the situation. This can be done with an "open-ended" story. The role-playing scene should then attempt to complete the story.

1. A cashier at a grocery store is checking out a customer's purchase. The cashier cannot read. Three people role play:
   a. Cashier's actions
   b. Customer's reaction
   c. Store manager's reaction
2. Same situation as above except the cashier cannot add, subtract, multiply, or divide.

3. A doctor in an operating room is ready to perform an operation to remove a patient's appendix. The doctor does not know where the appendix is located, or where any of the internal organs of the body are located. Three people role play:
   a. The doctor's actions
   b. Nurse's reaction
   c. Patient's reaction

4. A professional football player who has not learned any of the team's plays is put in the game for one play. Five or six role play:
   a. What happens on the play
   b. Teammates' reaction after the play
   c. Coach's reaction after the play

5. A scientist who knows nothing about nuclear energy is assisted by a technician in conducting an experiment with radioactive material. There is an atomic explosion. Three people role play:
   a. What the scientist does during experiment and explosion
   b. Reaction of technician (it could be out of this world)
   c. Radio newscast of the explosion

SESSION ONE

INTRODUCTION

Every year there are workers who fail to find employment or are not as successful as they wish to be in the occupation they choose. There are many reasons for this lack of success, and one of the most important is lack of competency or ability to do a job.

In the previous lesson you related your personal traits to their effect on success in a selected occupation. In the next lessons we will be concerned with competency as another factor essential to success in an occupation. Listen to this definition of competency: "The condition of having the required abilities or qualities; capability." This dictionary definition does not tell you the most important thing about competency, and that is that competency must be developed. None of us are born with the competencies which we will need in our future career.

In this lesson we will identify some of our academic activities (formal schooling involving reading and writing) that help us develop competencies needed in future occupations. We will do this through a class brainstorming (expressing our ideas freely) session, by listening to a guest speaker, and by completing an information sheet.

TASKS

Our brainstorming session will be on the subject of "What academic activities will help a person increase his competency in a specific occupation prior to employment?"

Use the occupation of the person who will be your guest speaker for the brainstorming.

A good brainstorming session is where people freely express their ideas about the topic as rapidly as they think of them. Remember, in a brainstorming session we are not to judge the importance or value of the idea; we are just getting the ideas. We will list these on the board and then decide which ones are the most valuable.

Learners orally volunteer ideas which are to be listed on the chalkboard.

Examples of ideas for the occupation of newspaper reporter:

1. Writing letters
2. Spelling
3. Reading
4. Creative writing
5. Interviewing people
6. Taking notes

Other examples are on the "Interview Form" (Wk 25) to be distributed at the end of the brainstorming session.

Examine the ideas listed on the board and decide which ones are most important for increasing competency in the occupation. We will rank these ideas from highest to lowest.

This may be done by discussion and/or class voting and tabulating the vote on the chalkboard beside the list of ideas.

SUMMARY

During this session you have role-played situations that showed the effects of lack of competency in everyday life. You participated in a brainstorming session where you discussed what academic activities will help a person increase competency in an occupation prior to employment.

In our next session we will listen to a guest speaker who will speak about developing competency through academic activities.

SESSION TWO

INTRODUCTION

In the last session you role-played situations that showed the effects of lack of competency in everyday life. You participated in a brainstorming session about what academic activities will help a person increase competency in an occupation prior to employment.

In this session we will listen to a guest speaker who will speak about developing competency through academic activities.

Distribute "Information from Guest Speaker" (Wk 24).

Our guest speaker will not only talk about the topic we discussed in our brainstorming session; he will also indicate which of the academic activities will contribute the most to the increase of competency in his occupation. It will be interesting to see how our ranking of the ideas for increasing competency compares to our speaker's ranking of the same ideas.

During the presentation, you may take notes on the worksheet entitled *Information from Guest Speaker* (Wk 24). After the speaker's presentation there will be a question and answer session; you may then complete this information form.

Introduce the guest speaker. Refer to the "Guest Speaker Strategy" in Appendix A for additional help in using a guest speaker. Briefly comment on the speaker's background, qualification, and subject. Then allow him to address the class.

The learner may complete "Information from Guest Speaker" (Wk 24) during the presentation or during the question and answer session immediately following the speaker's presentation.

SUMMARY

In this lesson you have participated in a brainstorming session on the academic activities that will help increase a person's competency in an occupation, and you have listened to a guest speaker who talked about the same topic. You have also completed *Information from Guest Speaker* (Wk 24). You listed the activities the guest speaker identified and also the ten most important activities the class identified for increasing competency in the occupation. Now place all your materials in your career folder.

Distribute "Interview Form" (Wk 25).

In the next session we will explore how academic skills for a particular occupation may be increased after employment.

You will use the *Interview Form* (Wk 25) to conduct an interview and gather information about a worker. The person you interview should be an adult and could be a parent or a neighbor.

Show the transparencies Tr 26 and Tr 27. Use these transparencies to help the learners understand Wk 25. Go over the interview forms with the learners and discuss any questions that may arise.

The information from the *Interview Form* (Wk 25) will be used in connection with several of our lessons during the remainder of our career study. Complete these interview forms, and return them as quickly as possible.

The next lessons cannot be taught until the "Interview Forms" (In 25) are completed and returned.

SUPPLEMENTAL ACTIVITIES

The learners may play the game *Password* using new vocabulary words (see the Bibliography for source of rules).

The learners may construct posters or a bulletin board display of pictures, drawings, etc., illustrating the academic activities most important for increasing competency in any occupation.

The learners may write a brief report illustrating the academic factor that enabled a great American to succeed. Use an encyclopedia or library sources.

The learners may use dictionaries to write sentences using new vocabulary words as they are used in the context of careers.

The learners may read a library book about related factors that increase competency (see Appendix B for suggested titles).

The learners may view and hear the filmstrip recording *Failure, A Step Toward Growth*. There should be a class discussion of how failure can increase competency (see the Bibliography for source).

The learners may interview a worker concerning the kind and amount of training required in his occupation. This information should be put in the learners' career folders.

The learners may write a business letter to a large corporation or professional representative about the training requirements of occupations in their establishments.

The learners may write to The United Nations and/or Olympic Games Commission to determine special training required of their employees.

ASSESSMENT PROCEDURES

The *Information from Guest Speaker* (Wk 24) is also the assessment item for this lesson.

Use the *Product Assessment Form 8* to evaluate the learners' responses on assessment items in Lesson 8.

DESCRIPTION

A worksheet entitled *Information from Guest Speaker* (Wk 24) is used to assess the achievement of the objective.

DIRECTIONS

A *Product Assessment Form* is provided for the instructor to use in recording the evaluation of the *Information from Guest Speaker* form (Wk 24) form. Use the following criteria:

1. Did the learner list the three most important academic activities as the speaker suggested?
2. Is the learner aware of other academic activities necessary to increase competency?

KEY

Answers will vary according to the sources of information. They must be completed to the instructor's satisfaction.

PRODUCT ASSESSMENT FORM 8

Date ____________

Lesson 8

Learner's Name	Learner Completed Information From Guest Speaker Form
John Doe	✓

Name ______________________

Date ______________________

Lesson 8, Wk 24

INFORMATION FROM GUEST SPEAKER

Speaker's Name ______________________

Occupation ______________________

1. The most important academic activity to increase a learner's competency in this occupation prior to employment is:

   ____

   Why is this activity important? ______________________

   ____

   ____

2. The second most important academic activity to increase a learner's competency in this occupation prior to employment is:

   ____

   Why is this activity important? ______________________

   ____

   ____

3. The third most important academic activity to increase a learner's competency in this occupation prior to employment is:

   ____

   Why is this activity important? ______________________

   ____

   ____

INFORMATION FROM GUEST SPEAKER
(Continued)

4. Other academic activities to increase a learner's competency in this occupation prior to employment are:

   a.

   b.

   c.

   d.

The ten most important academic activities from brainstorming session that increase a person's competency in an occupation are: (Copy from chalkboard)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name ____________________

Date ____________________

Lesson 8, Wk 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation ____________________

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			
2. Editing news articles			
3. Writing reports			
4. Writing original stories			
5. Reading for pleasure			
6. Reading for information			
7. Gathering information			
8. Organizing information			
9. Public speaking			
10. Debating			
11. Adding, subtracting, multiplying, dividing			
12. Solving higher math problems--algebra, etc.			
13. Bookkeeping			
14. Making a budget			
15. Spelling			
16. Correcting spelling errors			
17. Grammar exercises			
18. Correcting language errors			
19. Speaking a foreign language			
20. Learning scientific laws			
21. Doing scientific projects			
22. Attending night school or summer school			
23. Reading about new ideas in an occupation			

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation ____________________

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts			
2. Driving automobile			
3. Mountain climbing			
4. Hiking			
5. Drawing			
6. Repairing			
7. Measuring			
8. Using hand tools			
9. Using machines			
10. Singing or acting			
11. Walking			
12. Dancing			
13. Sewing			
14. Cooking			
15. Holding a club or class office			
16. Carrying			
17. Lifting			
18. Collecting things			
19. Organizing			
20. Buying			
21. Selling			
22. Doing housework			

Activities	Highly related	Partly related	Not related
23. Doing yardwork			
24. Participating in sports			
25. Packaging			
26. Observing workers			
27. Talking to workers			
28. Holding a part-time job			
29. Assisting in service projects			
30. Other activities			
31.			
32.			

Lesson 8, Tr 26

(EXAMPLE)

INTERVIEW FORM

PART I

Name of occupation: ARCHITECT

Name of worker interviewed: John Doe

Activities	Highly related	Partly related	Not related
1. Writing news articles			
2. Editing news articles			
3. Writing reports	✓		
4. Writing original stories		✓	
5. Reading for pleasure		✓	
6. Reading for information	✓		
7. Gathering information	✓		
8. Organizing information	✓		
9. Public speaking			
10. Debating			
11. Adding, subtracting multiplying, dividing	✓		
12. Solving higher math problems -- algebra, etc.	✓		

(Example)

INTERVIEW FORM
Part II

Name of occupation: ARCHITECT

Name of worker interviewed: John Doe

Instructions: 1, 2, 3.

Activities	Highly related	Partly related	Not related
1. Handicrafts		✓	
2. Driving auto			
3. Mountain climbing			
4. Hiking			
5. Drawing	✓		
6. Repairing			
7. Measuring	✓		
8. Using hand tools		✓	
9. Using machines		✓	

INCREASING COMPETENCY AFTER EMPLOYMENT

LESSON NINE

CONCEPT

The learner becomes aware of many academic skills needed in occupations and the many ways of developing academic skills after employment.

PERFORMANCE OBJECTIVE

Given a specific occupation, the learner will list academic skills required for that occupation, and will state ways competency in these skills may be increased after employment.

LESSON TIME

90 minutes (flexible)

PREREQUISITE KNOWLEDGE

Definition of academic

Definition of competency

RESOURCES REQUIRED

FOUND IN LESSON(S)	ACQUIRED BY INSTRUCTOR
Interview Form (Wk 25)	Guest speaker
Sample copy: *Interview form Part I* - optional (In 25)	Bulletin board display (may use Pic S 6 masters in unit)
Information From Guest Speaker (Wk 28)	Overhead projector
Tabulation Sheet for Interview Forms Part I and Part II (Wk 29)	
Tabulation Sheet for Interview Forms Part I (Tr 30)	
Discussion Strategy (Appendix A)	
Guest Speaker Strategy (Appendix A)	
List of Supplemental Materials (Appendix B)	
Product Assessment Form 9	

INSTRUCTOR PREPARATION TASKS

Prepare one copy of the following for each learner:

1. *Information from Guest Speaker* (Wk 28)
2. *Tabulation Sheet for Interview Forms* (Wk 29)

Prepare one copy of the following for instructor use:

1. *Tabulation Sheet for the Interview Forms Part I* (Tr 30)
2. *Product Assessment Form 9*

Prepare a bulletin board display of pictures illustrating the use of academic skills in occupations, such as on the job scenes of people reading blueprints, instructions, catalogs, etc.; using math for formulas, recording, adding sales figures, measuring, etc.; speaking to groups of workers, business associates, conventions, etc. Some of the pictures used for the bulletin board display in Lesson 1 might be used here also.

Read the following strategy information:

1. *Discussion Strategy* information (Appendix A)
2. *Guest Speaker Strategy* information (Appendix A)

Obtain the following:

1. Overhead projector
2. Sample copy: *Interview Form* (In 25)
3. *Interview Form* (Wk 25) from Lesson 8

Become familiar with the concepts of the lesson and the content of the information sheets used.

INSTRUCTIONAL PROCEDURES

GENERAL INTRODUCTION

Prior to this lesson, the instructor and/or learners will construct a bulletin board display of pictures illustrating the use of academic skills in occupations, such as on-the-job scenes of people reading blueprints, instructions, cataglogs, etc.; using math for formulas, recording, adding sales figures, measuring, etc.; writing letters, memorandums, instructions, etc.; speaking to groups of workers, business associates, conventions, etc. Some of the pictures used for the bulletin board display in Lesson 1 might be used here also.

At the beginning of the session, call the learners' attention to the wide variety of academic (reading, writing, language) skills used in everyday job situations. Conduct a brief group discussion of the effects that the use of academic skills has on competency. Refer to examples from the previous lesson and review academic activities that increase competency prior to employment.

SESSION ONE

INTRODUCTION

In previous sessions we have identified academic activities helpful for increasing competency in an occupation prior to employment. Some of these are also important for development of competency after employment.

In this session you will list academic skills required for a specific occupation and explain how competency in this occupation may be increased after employment. We will do this by listening to a guest speaker who represents a specific occupation, by exchanging the interview forms, and tabulating the information from the *"Interview Form Part I"* (Wk 25), and by writing a summary of ways to increase competency after employment.

TASKS

If you were employed as a lawyer, one of the most important academic skills you would need would be the ability to read and understand laws. This skill would be acquired in a college or university before you became a lawyer. After your employment, you would need to increase this competency because many new laws are passed. There are several ways in which this competency can be increased. For example, a lawyer might go back to school for additional study or he could read about new laws and discuss them with other lawyers. Today our guest speaker will tell us how competency in the academic skills needed in his occupation can be increased after employment.

Distribute "Information from Guest Speaker" (Wk 28).

You will use this form to record the information the guest speaker gives us. This form may be filled out during the speaker's presentation or during the question and answer session immediately after the presentation. Are there any questions regarding use of Wk 28.

Answer any questions raised.

Introduce the guest speaker who will discuss required academic skills and how to increase competency in these skills after employment. Briefly describe his *qualifications in the occupation he represents. (For additional help, refer to the "Guest Speaker Strategy" in Appendix A.)*

Allow the guest speaker to give his presentation. After the presentation have a question and answer session.

When you have completed the *Information from Guest Speaker* (Wk 28) place it in your career folder.

SUMMARY

You have listened to a guest speaker talk about how competency in academic skills can be increased after employment. You completed the *Information from Guest Speaker* form (Wk 28) and placed it in your folder.

In the next session, we will use the *Interview Form Part I* (Wk 25) which you have completed. We will tabulate this information so that we can compare information about the occupations of workers you interviewed.

SESSION TWO

INTRODUCTION

During the last session you listened to a guest speaker talk about how competency in academic skills can be increased after employment. You completed the *Information from Guest Speaker* form (Wk 28) and placed it in your folder.

In this session we will use the *Interview Form Part I* (Wk 25) which you have completed. We will tabulate this information so that we can compare information about the occupations of workers you interviewed.

Distribute "Tabulation Sheet for Interview Forms" (Wk 29).

This form is to be used to tabulate information from the *Interview Form Part I* (Wk 25) distributed during the last session. Do not mark in column one of the *Tabulation Sheet for Interview Forms* (Wk 29) at this time. Column one and part II will be used during the next lesson.

Show "Tabulation Sheet for Interview Forms Part I" (Tr 30) and be prepared to mark on the tabulation form transparency.

This is a copy of a part of the front page of your tabulation form. I will partially fill out this form as an example, and then you will fill out the tabulation sheets given you.

Fill in the tabulation form (Wk 29). You may use a hypothetical interview form or select a learner's completed "Interview Form" (Wk 25).

You will use information from the *Interview Form Part I* (Wk 25) and beginning with column two of *Tabulation Sheet for Interview Forms* (Wk 29), you will make the appropriate check marks following the instructions on the tabulation sheet. Tabulate your own interview form in column two and then exchange interview forms with several others. Tabulate the information from each interview form in a different column. Each of you should tabulate as many of the interview forms as you can.

Ten completed "Sample Interview Forms Part I" (In 25), representing a wide variety of occupations, are found at the end of this lesson. These sample forms may be used while learners are filling out the "Tabulation Sheet for Interview Forms" (Wk 29). Use them only in the following cases:

1. *If less than ten completed "Interview Forms" (Wk 25) are returned by learners*
2. *If the completed "Interview Forms" [illegible] 25) returned do not represent a wide variety of occupations*

After completion of the tabulation, ask:

How many of these academic activities for increasing competency were marked "B" or "X" for increasing competency after employment?

Learners will count the number. Answers will vary depending upon which of the interview forms were tabulated.

These marks show the importance of the development of competency after employment, particularly for those who expect future possible success in an occupation.

These are only a few examples of academic activities that increase competency. Are there other ways of increasing competency which are not listed?

Learners will respond orally.

Possible responses:

1. Writing letters
2. Taking notes

You are not ready to write in your career folder a brief summary of the academic activities that increase competency in an occupation after employment. In the summary include as much of the following information as you can. Copy on the chalkboard the following:

1. Guest speaker's main ideas
2. Information tabulated from *Interview Forms* (Wk 25)
3. Your own opinion or original ideas about what is most important to the increase of competency in academic skills

The learners will write in their career folders a brief summary of academic activities that increase competency in an occupation after employment. The summary should include main concepts gained from the guest speaker and class discussion.

SUMMARY

You have listened to a guest speaker, completed *Information from Guest Speaker* (Wk 28), tabulated information from *Interview Form Part I* (Wk 25) on a tabulation sheet (Wk 29), and have written a brief summary in your career folder about acadmic skills and how to increase competency after employment.

The academic activities are important to increasing competency in an occupation both before and after employment. However, the nonacademic activities we participate in can be just as valuable. In our next session we will turn our attention to the effect of nonacademic activities on competency.

SUPPLEMENTAL ACTIVITIES

The learner may interview a worker in an occupation, use a tape recorder to record the interview, and play it back to the class. A copy of Wk 28 could be used as a guide for the interview.

The learner may conduct a survey of jobs where special skills in foreign languages are needed. Use Occupationl Outlook Handbook, etc. Keep a record in the career folder and/or report to the class (see Bibliography).

The learner may read a health textbook about improving personality. They should write a brief report on how this information can increase competency in an occupation, place the report in the career folder, and/or present it orally.

The learner may view and hear three filmstrip recordings involving job skills: *Shining Brass, Dune Buggies and Sports Cars.* Discuss how competency is increased after employment. (See the Bibliography for information on where to order the films.)

ASSESSMENT PROCEDURES

The *Information from Guest Speaker* (Wk 28) form is also the assessment item for this lesson.

Use the *Product Assessment Form 9* to evaluate the learners' responses on assessment items in Lesson 9.

DESCRIPTION

An *Information from Guest Speaker* (Wk 28) form is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses.

A *Product Assessment Form* is provided for the instructor to use in recording the evaluation of the item.

KEY

Answers will vary according to the sources of information. They must be completed to the instructor's satisfaction.

PRODUCT ASSESSMENT FORM 9

Date____________

Lesson ___9___

Learner's Name	"Information from Guest Speaker" Form Completed
John Doe	✓

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Cosmetologist

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
3. Writing reports			✓
4. Writing original stories			✓
5. Reading for pleasure		✓	
⑥ Reading for information X	✓		
⑦ Gathering information	✓		
8. Organizing information			✓
9. Public speaking			✓
10. Debating		✓	
⑪ Adding, subtracting, multiplying, dividing		✓	
12. Solving higher math problems--algebra, etc.			✓
⑬ Bookkeeping X		✓	
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors		✓	
19. Speaking a foreign language		✓	
20. Learning scientific laws		✓	
21. Doing scientific projects			
㉒ Attending night school or summer school X	✓		
23. Reading about new ideas in an occupation X	✓		

Name ______________________

SAMPLE COPY

Date ______________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Printing Pressman

Name of Worker Interviewed ______________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
3. Writing reports			✓
4. Writing original stories			✓
5. Reading for pleasure			✓
6. Reading for information			✓
7. Gathering information			✓ ✓
⑧ X Organizing information		✓	
9. Public speaking			✓
10. Debating			✓
⑪ X Adding, subtracting, multiplying, dividing		✓	
12. Solving higher math problems--algebra, etc.			✓
⑬ Bookkeeping		✓	
14. Making a budget	--		
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors			✓
19. Speaking a foreign language			✓
⑳ Learning scientific laws			✓
21. Doing scientific projects			✓
22. X Attending night school or summer school		✓	
23. X Reading about new ideas in an occupation	✓		

Name ______________________

SAMPLE COPY

Date ______________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation State Police Officer

Name of Worker Interviewed ______________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
[✓ 3.] Writing reports		✓	
4. Writing original stories			✓
5. Reading for pleasure			✓
[✓ 6.] X Reading for information		✓	
[✓ 7.] X Gathering information	✓		
[✓ 8.] X Organizing information		✓	
9. Public speaking		✓	
10. Debating		✓	
11. Adding, subtracting, multiplying, dividing		✓	
12. Solving higher math problems--algebra, etc.			✓
13. Bookeeping		✓	
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors			✓
19. Speaking a foreign language		✓	
[✓ 20.] Learning scientific laws		✓	
21. Doing scientific projects		✓	
[✓ 22.] X Attending night school or summer school	✓		
[✓ 23.] X Reading about new ideas in an occupation	✓		

SAMPLE COPY

Name ____________________

Date ____________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Machinist

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
3. Writing reports			✓
4. Writing original stories			✓
5. Reading for pleasure			✓
6. X Reading for information		✓	
7. Gathering information			✓
8. Organizing information			✓
9. Public speaking			✓
10. Debating			✓
⑪ X Adding, subtracting, multiplying, dividing	✓		
12. Solving higher math problems--algebra, etc.		✓	
13. Bookkeeping			✓
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors			✓
19. Speaking a foreign language			✓
20. Learning scientific laws			✓
21. Doing scientific projects			✓
㉒ X Attending night school or summer school	✓		
㉓ X Reading about new ideas in an occupation	✓		

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 9, II 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Recreation worker

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
3. Writing reports			✓
4. Writing original stories			✓
5. Reading for pleasure		✓	
6. Reading for information		✓	
7. Gathering information		✓	
⑧ X Organizing information	✓		
9. Public speaking		✓	
10. Debating			✓
11. Adding, subtracting, multiplying, dividing			✓
12. Solving higher math problems--algebra, etc.			✓
13. Bookkeeping			✓
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors			✓
19. Speaking a foreign language			✓
20. Learning scientific laws			✓
21. Doing scientific projects			✓
22. Attending night school or summer school			✓
㉓ X Reading about new ideas in an occupation	✓		

Name ______________________

SAMPLE COPY

Date ______________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Civil Engineer

Name of Worker Interviewed ______________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
③ x Writing reports	✓		
4. Writing original stories			✓
5. Reading for pleasure		✓	
⑥ x Reading for information	✓		
⑦ x Gathering information	✓		
⑧ x Organizing information	✓		
9. Public speaking			✓
10. Debating			✓
⑪ x Adding, subtracting, multiplying, dividing	✓		
⑫ x Solving higher math problems--algebra, etc.	✓		
13. Bookkeeping		✓	
14. Making a budget		✓	
15. Spelling		✓	
16. Correcting spelling errors			
17. Grammar exercises			
18. Correcting language errors			
19. Speaking a foreign language			
20. Learning scientific laws		✓	
21. Doing scientific projects		✓	
㉒ x Attending night school or summer school	✓		
㉓ x Reading about new ideas in an occupation	✓		

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Lawyer

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles		✓	
2. Editing news articles		✓	
③. X Writing reports	✓		
4. Writing original stories		✓	
5. Reading for pleasure		✓	
⑥. X Reading for information	✓		
⑦. X Gathering information	✓		
⑧. X Organizing information	✓		
⑨. X Public speaking	✓		
⑩. X Debating	✓		
11. Adding, subtracting, multiplying, dividing			✓
12. Solving higher math problems--algebra, etc.			✓
13. Bookkeeping			✓
14. Making a budget			✓
⑮. Spelling	✓		
⑯. Correcting spelling errors	✓		
⑰. Grammar exercises	✓		
⑱. Correcting language errors	✓		
19. Speaking a foreign language		✓	
20. Learning scientific laws		✓	
21. Doing scientific projects		✓	
㉒. X Attending night school or summer school	✓		
㉓. X Reading about new ideas in an occupation	✓		

Name____________________

SAMPLE COPY

Date____________________

Lesson 9, Tn 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Newspaper Reporter

Name of Worker Interviewed____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
[✓ 1.] X Writing news articles	✓		
[✓ 2.] X Editing news articles	✓		
[✓ 3.] Writing reports	✓		
[✓ 4.] Writing original stories	✓		
5. Reading for pleasure		✓	
[✓ 6.] X Reading for information	✓		
[✓ 7.] X Gathering information	✓		
[✓ 8.] X Organizing information	✓		
[✓ 9.] Public speaking		✓	
10. Debating		✓	
11. Adding, subtracting, multiplying, dividing			✓
12. Solving higher math problems--algebra, etc.			✓
13. Bookkeeping			✓
14. Making a budget			✓
[✓ 15.] X Spelling	✓		
[✓ 16.] Correcting spelling errors	✓		
[✓ 17.] Grammar exercises	✓		
[✓ 18.] Correcting language errors	✓		
19. Speaking a foreign language		✓	
20. Learning scientific laws			✓
21. Doing scientific projects			✓
[✓ 22.] X Attending night school or summer school	✓		
[✓ 23.] X Reading about new ideas in an occupation	✓		

Name ____________________

SAMPLE COPY

Date ____________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Motion Picture Projectionist

Name of Worker Interviewed ____________________

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles			✓
2. Editing news articles			✓
3. Writing reports			✓
4. Writing original stories			✓
5. Reading for pleasure			✓
⑥ x Reading for information		✓	
7. Gathering information			✓
8. Organizing information			✓
9. Public speaking			✓
10. Debating			✓
11. Adding, subtracting, multiplying, dividing			✓
12. Solving higher math problems--algebra, etc.			
13. Bookkeeping			✓
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises			✓
18. Correcting language errors			✓
19. Speaking a foreign language			✓
20. Learning scientific laws			✓
21. Doing scientific projects			✓
㉒ Attending night school or summer school	✓		
㉓ x Reading about new ideas in an occupation	✓		

Name____________________

SAMPLE COPY

Date________________

Lesson 9, In 25

INTERVIEW FORM

PART I

THE RELATIONSHIP OF ACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Medical Technologist

Name of Worker Interview

Instructions:
1. Opposite each activity, check the column which best represents the relationship of the activity to the occupation of the worker interviewed.
2. Circle the number of each activity that is most helpful in increasing competency in this occupation prior to employment.
3. Place an "X" by each activity that is most helpful in increasing competency in this occupation after employment.

Activities	Highly related	Partly related	Not related
1. Writing news articles		✓	
2. Editing news articles		✓	
③. X Writing reports	✓		
4. Writing original stories		✓	
5. Reading for pleasure		✓	
⑥. X Reading for information	✓		
⑦. X Gathering information	✓		
⑧. X Organizing information	✓		
9. Public speaking			✓
10. Debating			✓
⑪. X Adding, subtracting, multiplying, dividing		✓	
12. Solving high math problems--algebra, etc.		✓	
13. Bookkeeping		✓	
14. Making a budget			✓
15. Spelling			✓
16. Correcting spelling errors			✓
17. Grammar exercises		✓	
18. Correcting language errors			✓
19. Speaking a foreign language			✓
⑳. Learning scientific laws	✓		
㉑. Doing scientific projects	✓		
22. X Attending night school or summer school	✓		
23. X Reading about new ideas in an occupation	✓		

Name ______________________

Date ______________________

Lesson 9, Wk 28

INFORMATION FROM GUEST SPEAKER

1. Name of Occupation ______________________
2. Name of Speaker ______________________
3. Business or Institution Represented ______________________
4. Brief description, including purpose, location, recent history, etc.

____

____

____

____

5. Academic skills needed for the occupation

   A. Most important academic skill needed ______________________
      (1) How acquired ______________________
      (2) How competency can be increased after employment ______________________

   B. Second most important academic skill needed ______________________
      (1) How acquired ______________________
      (2) How competency can be increased after employment ______________________

   C. Third most important academic skill needed ______________________
      (1) How acquired ______________________
      (2) How competency can be increased after employment ______________________

   D. Other academic skills needed in occupation and how they are developed after employment.

      (1) ______________________

      (2) ______________________

      (3) ______________________

Name ________________

Date ________________

Lesson 9, Wk 29

TABULATION SHEET FOR INTERVIEW FORMS

PART 1

ACADEMIC ACTIVITIES AND THEIR RELATIONSHIP TO AN OCCUPATION

INSTRUCTIONS

1. At the top of each column, fill in the names of the occupations which were subjec to interviews.
2. On the chart, find the line corresponding to the activity checked on the interview form. Moving across, place a check in the column of the occupation that might utilize the activity selected.
3. Mark "0" in a column if an activity was circled. Mark "X" in a column if an activity was marked with an "X." Mark "B" in a column if an activity was marked with both an "X" and circled.
4. (To be done after Parts I and II are completed.) In the first column place a check mark beside each of the activities which you like to do or would like to do.

Names of Occupations	(What learner likes to do)																	
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Writing news articles																		
2. Editing news articles																		
3. Writing reports																		
4. Writing original stories																		
5. Reading for pleasure																		
6. Reading for information																		
7. Gathering information																		
8. Organizing information																		
9. Public speaking																		
10. Debating																		

Lesson 9, Wk 29

TABULATION SHEET FOR INTERVIEW
FORMS - PART I
(Continued)

	Names of Occupations (What learner likes to do)																	
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
11. Adding, subtracting, multiplying, dividing																		
12. Solving higher math problems--algebra, etc.																		
13. Bookkeeping																		
14. Making a budget																		
15. Spelling																		
16. Correcting spelling errors																		
17. Doing grammar exercises																		
18. Correcting language errors																		
19. Speaking a foreign language																		
20. Learning scientific laws																		
21. Scientific projects																		
22. Attending night school or summer school																		
23. Reading about new ideas in an occupation																		
Other Activities																		
24.																		
25.																		
26.																		
27.																		

Lesson 9, Wk 29

TABULATION SHEET FOR INTERVIEW FORMS

PART II

NONACADEMIC ACTIVITIES AND THEIR RELATIONSHIP TO AN OCCUPATION

(Same instructions as Part I)

	Name of Occupation (What learner likes to do)																	
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Handicrafts																		
2. Driving an automobile																		
3. Mountain climbing																		
4. Hiking																		
5. Drawing																		
6. Repairing																		
7. Measuring																		
8. Using hand tools																		
9. Using machines																		
10. Singing or acting																		
11. Walking																		
12. Dancing																		
13. Sewing																		
14. Cooking																		
15. Holding a club or class office																		
16. Carrying																		
17. Lifting																		

TABULATION SHEET FOR INTERVIEW FORMS - PART II
(Continued)

Lesson 9, Wk 29

	Name of Occupation (What learner likes to do)																	
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
18. Collecting things																		
19. Organizing																		
20. Buying																		
21. Selling																		
22. Doing housework																		
23. Doing yardwork																		
24. Participating in sports																		
25. Packaging																		
26. Observing workers																		
27. Talking to workers																		
28. Holding a parttime job																		
29. Assisting in service projects																		
Other Activities																		
30.																		
31.																		
32.																		
33.																		

The following is to be done after this worksheet is completed.) Write the name of the occupation whose activities most closely resemble the learner's preferences in column one:

PART I

TABULATION SHEET FOR INTERVIEW FORMS

Occupation Names

Activities	1	2	3	4	5	6	7	8	9	10
1. Writing news articles										
2. Editing news articles										
3. Writing reports										
4. Writing original stories										
Reading for pleasure										
6. Reading for information										
7. Gathering information										
8. Organizing information										
9. Public speaking										
10. Debating										

COMPETENCY THROUGH NONACADEMIC ACTIVITIES

LESSON TEN

CONCEPTS

The learner will use nonacademic activities in preparing for a career.

The learner will identify the many ways of improving nonacademic skills after employment.

The learner should relate personal preferences to the career decision they will make.

PERFORMANCE OBJECTIVES

Given a list of nonacademic activities, the learner will select a specific occupation and identify these activities associated with that occupation.

Given a list of nonacademic activities associated with an occupation, the learner will identify the activities which would increase competency in that occupation prior to employment.

Given a list of nonacademic activities associated with an occupation, the learner will identify the activities which would increase competency in that occupation after employment.

Given a list of occupations and one list of nonacademic activities associated with each of the occupations, the learner will identify the occupation whose related activities most closely resemble his personal preferences.

LESSON TIME

150 minutes

PREREQUISITE KNOWLEDGE

Completed *Interview Form* (Wk 25)

RESOURCES REQUIRED

FOUND WITHIN LESSON(S)	ACQUIRED BY INSTRUCTOR
Interview Form (Wk 25)	Posters illustrating nonacademic activities
Sample Copies: *Interview Form* - optional (In 25)	Overhead projector
(Example) Interview Form Part II (Tr 27)	A business or institution to visit on field trip
Tabulation Sheet for Interview Forms Part II (Wk 29)	
Discussion Strategy (Appendix A)	
Field Trip Strategy (Appendix A)	
List of Supplemental Materials (Appendix A)	
Product Assessment Form 10	

INSTRUCTOR PREPARATION TASKS

Prepare one copy of the following for each learner:

1. *Interview Form* (Wk 25) from Lesson 8
2. *Tabulation Sheet for Interview Forms Part II* (Wk 29) from Lesson 9

Obtain *(Example) Interview Form Part II* (Tr 27) from Lesson 8.

Prepare one copy of the *Product Assessment Form 10* for instructor use.

Complete posters illustrating nonacademic activities that help prepare for an occupation. This may be done by the learners.

Read the following strategy information:

1. *Discussion Strategy* information (Appendix A)

2. *Field Trip Strategy* (Appendix A)

Plan details for a field trip (refer to *Field Trip Strategy* in Appendix A for suggestions).

INSTRUCTIONAL PROCEDURES

Note: The instructor and/or learners should complete poster(s) prior to this session illustrating the nonacademic activities related to various occupations. Pictures from the bulletin board display for Lesson 1 may be used. See nonacademic activities on the "Interview Form Part II" (Wk 25) for suggestions.

GENERAL INTRODUCTION

We have examined the way occupations are classified into groups, how occupations depend upon each other, the way occupations differ (wages, training, working conditions, etc.), and how success in an occupation is related to personal traits and the development of academic competencies. In this final lesson, we will be concerned with nonacademic activities that help us to develop competencies. These nonacademic activities are probably as important as anything else in helping to prepare us for the future.

Have you ever watched puppies or other young animals play? Have you ever watched small children play? If you have, then you know that much of their play is really learning what they will need to do later in order to take their place in the world in which they will live. The puppies play at biting and attacking each other - something they may have to do to defend themselves when they are older. Small children often play house, pretend to work, play school, etc. - things they will do as they grow older. The same is true of many nonacademic activities you are now involved in, both in and out of school. They help you to become prepared to take your place in the world of occupations.

SESSION ONE

INTRODUCTION

In the previous session you identified academic activities that affect success in an occupation. During this session you will identify nonacademic activities, both in and out of school, that are related to an occupation. You will divide these nonacademic activities into two groups, (1) those that would be helpful in increasing competency prior to employment, and (2) those that would be helpful in increasing competency after employment. Some nonacademic activities will be in both groups.

You will indicate your preference for these nonacademic activities and identify from a list of occupations the one whose related activities are most similar to your preferances. In order to do this we will

1. Use *Interview Form Part II* (Wk 25) from the previous session and view an example of a completed form.
2. Complete *Tabulation Sheet for Interview Forms Part II* (Wk 29) begun in the previous session.
3. Visit a local business or institution to observe activities and interview workers.

4. Use another copy of the *Interview Form* (Wk 25) to record the activities observed during the visit to a local business.

The learners may use tape recorders or cameras to record information during the field trip. This may be more practical than the "Interview Form" for certain situations.

TASKS

Show the posters illustrating the nonacademic activities related to an occupation. Remind the learners that this is just a sample of some activities related to a particular occupation. Ask the learners to orally identify other nonacademic activities related to this occupation. Refer to the "Interview Form Part II" (Wk 25) for examples.

Show the example of part of a completed "Interview Form Part II" (Tr 27) used in the previous lesson to illustrate nonacademic activities related to a partciular occupation.

This is a part of the *Interview Form* (Wk 25). This part of your completed interview form may look like this transparency, but it probably has some specific differences.

Ask learners how knowing about nonacademic activities related to an occupation can be helpful.

Possible responses:

1. It helps to know what skills the occupation requires.
2. It helps to know what activities one should do to prepare for a particular occupation.
3. If you like the activities, you will like to work in the occupation.
4. It helps to know which occupations are best suited to a person.

Now look at your completed *Interview Form Part II*. Note which of the activities are circled as the ones most helpful in preparing for the occupation prior to employment.

Are these circled activities ones that you would like to do? Are they activities that you do now? If the answer is "no" to both questions, you will need to change your activities if you expect to be successful in this particular occupation. If the answer is "yes" to both questions, the occupation is suitable for you.

Now look at the *Tabulation Sheet for Interview Forms Part II* (Wk 29) used previously. Complete the tabulation of part II by using information from part II of the interview forms. First, tabulate your own interview form; then exchange interview forms and tabulate the information from as many interview forms as possible. Remember to leave Column One blank until later.

Ten completed "Sample Interview Forms Part II" (In 25) representing a wide variety of occupations, are found at the end of this lesson. These sample forms may be used while learners are filling out the "Tabulation Sheet for Interview Forms" (Wk 29). Use them only in the following cases:

1. *If less than ten completed "Interview Forms" (Wk 25) are returned by learners*
2. *If the completed "Interview Forms" (Wk 25) returned do not represent a wide variety of occupations*

SUMMARY

After completion of the tabulation, ask:

In this session, you have identified nonacademic activities related to specific occupations and seen how they are helpful in preparing for an occupation. You have completed the tabulation of your *Interview Form Part II* (Wk 25). Place the forms in your career folder.

In our next session, you will use the tabulation sheet to identify your preferences for both academic and nonacademic activities. Then you will identify the occupation whose activities are most similar to the ones you prefer.

SESSION TWO

INTRODUCTION

In the last session, you identified nonacademic activities related to specific occupations and saw how they are helpful in preparing for an occupation. You completed the tabulation of your *Interview Form Part II* (Wk 25) and placed the forms in your career folder.

In this session, you will use the tabulation sheet to identify your preferences for both academic and non-academic activities. Then you will identify the occupation whose activities are most similar to the ones you prefer.

TASKS

Indicate your preference for the activities in *Part I*, Academic Activities, and *Part II*, Nonacademic Activities, on your *Interview Form* (Wk 25) by placing check marks in Column One.

The learners should refer to the "Tabulation Sheet For Interview Forms" (Wk 29).

When learners have completed Column One, say:

Look at the line at the bottom of the last page of the tabulation sheet. Here write the name of the one occupation listed at the top in the columns of the tabulation sheet whose related activities most nearly resemble your preferences for activities. You will need to study these carefully in order to decide which occupation to select. You may even want to discuss this with me or some of your fellow classmates. So, you may work together or individually.

After completion of selecting an occupation, say:

Remember, this information comes form a limited source and should not be regarded as the final answer as to which occupation is most suitable for you. However, considering your preferences in activities when making career decisions is very important to success.

SUMMARY

In this session you have used the *Tabulation Sheet for Interview Forms* (Wk 29) to indicate activities you prefer and to compare them with the activities of occupations. You then identified the occupation whose activities are most similar to the activities you prefer.

In the next session we will plan a field trip to a particular business where you will observe the variety of occupations and activities of the workers in that business. You may use an *Interview Form* (Wk 25) to gather information from workers about the activities of their occupations.

SESSION THREE

INTRODUCTION

In the last session you used the *Tabulation Sheet for Interview Forms* (Wk 29) to indicate the activities you prefer and to compare them with the activities of occupations. You then identified the occupation whose activities are most similar to the activities you prefer.

In this session we will plan a field trip to a particular business where you will observe the variety of occupations and activities of the workers in that business. You may use an *Interview Form* (Wk 25) to gather information from workers about the activities of their occupations.

Note: It may not be practical to use the "Interview Form" for all situations. Learners may use tape recorders or cameras if it is more practical to do so.

TASKS

Conduct a instructor/learner planning session for a field trip. Discuss the purposes of the trip:

1. To gather information from workers about the academic and nonacademic activities of their occupations
2. To use interview forms and/or other materials, tape recorders, cameras, etc., to record information gathered
3. To observe the workers' activities on the job, and evaluate them in terms of the learners' personal interests and abilities
4. To be able to share with classmates the information gathered during the field trip

For suggestions about field trip planning, procedures, instructor preparation, learner preparation, learner behavior, etc., refer to "Field Trip Strategy" in Appendix A. Be sure to cover these thoroughly during the planning session.

SUMMARY

We have completed planning a field trip. It is important that you remember the information we have discussed so that you can get the most out of the field trip.

Check "Field Trip Strategy" in Appendix A to be sure all considerations for the field trip, such as time, place, parent involvement, etc., have been adequately covered.

SESSION FOUR

INTRODUCTION

Before the field trip begins distribute another copy of the "Interview Form" (Wk 25) to the learners so that they may record information while on the field trip.

You will use this form (or some other means) to record the activities observed on the field trip and to gather informations from the workers interviewed at the business visited.

TASKS

Field trip

SUMMARY

None

SESSION FIVE

INTRODUCTION

Our last session was a field trip where you observed the activities of workers and gathered information from them. During this session we will use the information gathered on the field trip, and you will write a brief description of the trip and your feelings about it.

TASKS

Follow up on the field trip with a class discussion of these questions:

1. Were there any activities observed on the trip which were new to you?
2. If so, how did you feel about this new activity? Was it an activity you would, or would not, like to do?
3. Did the trip cause you to change your mind about whether you liked or disliked an activity?
4. How many different occupations did you observe on the trip?

You will now write a brief description of the field trip for your career folder. You may include all of the information we have discussed, as well as the following information:

Copy on the chalkboard:

1. What was the most valuable part of the trip?
2. What was the least valuable part of the trip?
3. What changes would you make if you were taking the trip again?
4. In what way will this trip help you to make a career decision?

Allow the learners to write a description of the trip.

SUMMARY

In this unit we have examined the way occupations are classified into groups, how occupations depend upon each other, the way occupations are different in wages, training, working conditions, etc., and how success in an occupation is related to personal traits and competency. The purpose of the unit was to enable you to make more meaningful decisions when considering your future careers.

SUPPLEMENTAL ACTIVITIES

The learners may make individual observations of workers on the job. A record should be placed in the career folder. The information may be presented orally to the class.

If two or more interview forms were completed for workers in the same occupation, have the learners make a compariosn of the differences in data on the forms. Make a brief written report and/or couduct a discussion of reasons for the differences.

The learners may read a library book related to their interests (see *List of Supplemental Materials*, Appendix B for a suggested list of titles).

The learners may tabulate information from the interview forms completed on the field trip on the same tabulation sheet used in Lessons 9 and 10. Compare preferences in "Column One" with the new information.

ASSESSMENT PROCEDURES

The assessment item for Lesson 10 is the *Tabulation Sheet for Interview Forms* (Wk 29) started in Lesson 9. Use *Product Assessment Form 10* to evaluate learners' responses on assessment items in Lesson 10.

DESCRIPTION

A *Tabulation Sheet for Interview Forms* is used to assess the achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses.

A *Product Assessment Form* is provided for the instructor to use in recording the evaluation of the item.

KEY

Answers will vary according to the sources of information. They must be completed to the instructor's satisfaction.

PRODUCT ASSESSMENT FORM 10

Date ____________

Lesson 10

Learner's Name	Tabulation Sheet Completed
John Doe	

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Cosmetologist

Name of Worker Interviewed ________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts	✓		
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. Repairing			✓
7. Measuring		✓	
8. X Using hand tools		✓	
9. X Using machines		✓	
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
15. Holding a club or class office			✓
16. Carrying			✓
17. Lifting			✓
18. Collecting things			✓
19. Organizing		✓	
20. Buying			✓
21. X Selling			✓
22. Doing housework		✓	

PART II SAMPLE COPY
Cosmetologist (Continued)

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			✓
26. Observing workers X	✓		
27. Talking to workers X		✓	
28. Holding a part-time	✓		
29. Assisting in service projects		✓	
30. Other activities			
31.			
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Printing Pressman

Name of Worker Interviewed ______________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. X Doing handicrafts		✓	
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. X Repairing X	✓		
7. Measuring		✓	
8. X Using hand tools	✓		
9. X Using machines	✓		
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
15. Holding a club or class office			✓
16. X Carrying	✓		
17. X Lifting	✓		
18. Collecting things			✓
19. Organizing		✓	
20. Buying			✓
21. Selling			✓
22. Doing housework			✓

PART II SAMPLE COPY
Printing Pressman (Continued)

Lesson 10, In 25

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging		✓	
26. Observing workers X	✓		
27. Talking to workers X	✓		
28. Holding a part-time job		✓	
29. Assisting in service projects			✓
30. Other activities			
31.			
32.			

SAMPLE COPY

Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation State Police Officer

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

	Activities	Highly related	Partly related	Not related
1.	Doing handicrafts			✓
2.	Driving automobile	✓		
3.	Mountain climbing		✓	
4. X	Hiking	✓		
5.	Drawing			✓
6.	Repairing		✓	
7.	Measuring		✓	
8.	Using hand tools		✓	
9.	Using machines		✓	
10.	Singing or acting			✓
11.	Walking	✓		
12.	Dancing			✓
13.	Sewing			✓
14.	Cooking			✓
15.	Holding a club or class office			✓
16.	Carrying			✓
17.	Lifting			✓
18.	Collecting things			✓
19. X	Organizing		✓	
20.	Buying			✓
21.	Selling			✓
22.	Doing housework			✓

PART II SAMPLE COPY
State Police Officer (Continued)

Lesson 10, In 25

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports		✓	
25. Packaging			✓
26. X Observing workers		✓	
27. Talking to workers	✓		
28. Holding a part-time job			✓
29. Assisting in service projects		✓	
30. Other activities			
31.			
32.			

SAMPLE COPY

Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Machenist

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

	Activities	Highly related	Partly related	Not related
1.	Doing handicrafts	✓		
2.	Driving automobile		✓	
3.	Mountain climbing			✓
4.	Hiking			✓
5.	Drawing			✓
6.	Repairing		✓	
7.	X Measuring	✓		
8.	X Using hand tools	✓		
9.	X Using machines	✓		
10.	Singing or acting			✓
11.	Walking			✓
12.	Dancing			✓
13.	Sewing			✓
14.	Cooking			✓
15.	Holding a club or class Office			✓
16.	Carrying			✓
17.	Lifting			✓
18.	Collecting things			✓
19.	Organizing			✓
20.	Buying			✓
21.	Selling			✓
22.	Doing housework			✓

PART II SAMPLE COPY
Machinist (Continued)

Lesson 10, In 25

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			✓
㉖ X Observing workers	✓		
27. X Talking to workers	✓		
㉘ Holding a part-time job		✓	
29. Assisting in service projects			✓
30. Other activities			
31.			
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Recreation Worker

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. X Doing handicrafts	✓		
2. Driving automobile		✓	
3. Mountain climbing		✓	
4. Hiking		✓	
5. X Drawing	✓		
6. Repairing			✓
7. Measuring			✓
8. Using hand tools		✓	
9. Using machines		✓	
10. X Singing or acting	✓		
11. Walking		✓	
12. X Dancing	✓		
13. Sewing		✓	
14. Cooking		✓	
15. Holding a club or class office		✓	
16. Carrying			✓
17. Lifting			✓
18. Collecting things			✓
19. X Organizing		✓	
20. X Buying		✓	
21. Selling			✓
22. Doing housework			✓

PART II SAMPLE COPY
Recreation Worker (Continued)

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports	✓		
25. Packaging			
26. Observing workers		✓	
27. Talking to workers		✓	
28. Holding a part-time job		✓	
29. Assisting in service projects	✓		
30. Other activities			
31.			
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Civil Engineer

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts		✓	
2. Driving automobile		✓	
③ x Mountain climbing	✓		
④ x Hiking	✓		
5. Drawing			✓
6. Repairing			✓
⑦ x Measuring	✓		
⑧ x Using hand tools	✓		
9. Using machines		✓	
10. Singing or acting			✓
⑪ x Walking	✓		
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
15. Holding a club or class office			✓
16. Carrying		✓	
17. Lifting		✓	
18. Collecting things			✓
⑲ x Organizing things	✓		
20. Buying			✓
21. Selling			✓
22. Doing housework			✓

PART II SAMPLE COPY
Civil Engineer (Continued)

Lesson 10, In 25

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports		✓	
25. Packaging			✓
26. Observing workers		✓	
27. X Talking to workers	✓		
28. Holding a part-time job		✓	
29. Assisting in service projects			✓
30. Other activities			
31.			
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Lawyer

Name of Worker Interviewed ______________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts			✓
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. Repairing			✓
7. Measuring			✓
8. Using hand tools			✓
9. Using machines			✓
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
[✓ 15.] Holding a club or class office	✓		
16. Carrying			✓
17. Lifting			✓
18. Collecting things	✓		✓
[✓ 19.] Organizing things			
20. Buying		✓	
21. Selling		✓	
22. Doing housework			✓

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			✓
26. Observing workers		✓	
27. Talking to workers		✓	
28. Holding a part-time job		✓	
29. Assisting in service projects		✓	
30. Other activities			
31.			
32.			

SAMPLE COPY

Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Newspaper Reporter

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts			✓
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. Repairing			✓
7. Measuring			✓
8. Using hand tools			✓
9. Using machines			✓
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			
⑮. Holding a club or class office	✓		
16. Carrying			✓
17. Lifting			✓
18. Collecting things			✓
⑲. X Organizing things	✓		
20. Buying		✓	
21. Selling		✓	
22. Doing housework			

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			
26. Observing workers		✓	
27. ✗ Talking to workers	✓		
28. Holding a part-time job		✓	
29. Assisting in service projects		✓	
30. Other activities			
31.			
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Motion Picture Projectionist

Name of Worker Interviewed ______________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing handicrafts	✓		
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. X Repairing		✓	
7. Measuring			✓
8. Using hand tools		✓	
9. X Using machines	✓		
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
15. Holding a club or class office			✓
16. Carrying		✓	
17. Lifting		✓	
18. Collecting things			✓
19. Organizing			✓
20. Buying			✓
21. Selling			✓
22. Doing housework			✓

PART II SAMPLE COPY
Motion Picture Projectionist (Continued)

Lesson 10, In 25

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			✓
26. X Observing workers	✓		
27. X Talking to workers	✓		
28. Holding a part-time job		✓	
29. Assisting in service projects			✓
30. Other activities			
31. Hobby, Photographer	✓		
32.			

SAMPLE COPY Lesson 10, In 25

INTERVIEW FORM

PART II

THE RELATIONSHIP OF NONACADEMIC ACTIVITIES TO AN OCCUPATION

Name of Occupation Medical Technologist

Name of Worker Interviewed ____________________

(Same Instructions as Part I)

Activities	Highly related	Partly related	Not related
1. Doing Handicrafts		✓	
2. Driving automobile			✓
3. Mountain climbing			✓
4. Hiking			✓
5. Drawing			✓
6. Repairing			✓
7. X Measuring	✓		
8. X Using hand tools		✓	
9. X Using machines		✓	
10. Singing or acting			✓
11. Walking			✓
12. Dancing			✓
13. Sewing			✓
14. Cooking			✓
15. Holding a club or class office			✓
16. Carrying			✓
17. Lifting			✓
18. Collecting things			✓
19. X Organizing	✓		
20. Buying			✓
21. Selling			✓
22. Doing housework			✓

PART II SAMPLE COPY
Medical Technologist (Continued)

Activities	Highly related	Partly related	Not related
23. Doing yardwork			✓
24. Participating in sports			✓
25. Packaging			✓
26. X Observing workers	✓		
27. X Talking to workers	✓		
28. Holding a part-time job		✓	
29. Assisting in service projects			✓
30. Other activities			
31.			
32.			

APPENDIX A

INSTRUCTIONAL STRATEGY GUIDES

DISCUSSION STRATEGY

Including: Interviewing, Brainstorming, and Panel Discussion

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[1] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[2] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[3] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

A. Use of Discussion Techniques[4]

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[1] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.

[2] Ibid.

[3] W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

[4] J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

   1. To exchange information
   2. To form attitudes
   3. To make decisions
   4. To release tensions

B. Discussion Strategies

   1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
   2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
      a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
      b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.
   3. Advise learners to exchange ideas with other learners as well as with the instructor.
   4. Tell learners that participation in a discussion carries a commitment to listen to and respect

other's opinions.

  a. Respect of another opinion means accepting that opinion as a valid belief of another person.
  b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.

5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.
11. Do not make a discussion session too lengthy. Terminate it when all opinicns have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and

prepared in advance.

13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group: ask for a volunteer: ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

   a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

   b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

   c. The chairman performs the responsibilities as listed in Section C.

   d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a question could be requested by the chairman.

2. Symposium[5]
    a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.
    b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.
    c. The symposium is particularly useful as a vehicle for committee reports.
    d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio visual material to enhance their presentations.
3. Interview Technique
    a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[6] The

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[5] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[6] Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool is such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[7]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, and evaluating each one before deciding on the most promising course of action.

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[7] Brown, Lewis, and Harcleroad, op. cit., p. 313.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion-Debate[8]

   a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

   b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

   c. No effort is made to reach a decision or to recognize common parts of differing views.

   d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

   e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should given each participant.

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[8] Good, *op. cit.*, p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the class should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

GUEST SPEAKER STRATEGY

Including: Interviewing, Brainstorming, and Panel Discussion

Community residents are valuable instructional resources, and are usually happy to help the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.[9]

A. Contact the Resource Person

1. If possible, a person known to be able to make a good presentation.
2. Contact should be made far enough in advance of the presentation to enable the instructor to plan relevant classroom activities. Early contact also gives the guest time to prepare his presentation.
3. Explain the developmental and psychological level of the learners to the resource person. He can use this as well as other information (age, grade level, size of class, etc.) as guidelines for preparation of his presentation.
4. Give the speaker a brief summary of the learner's knowledge about the presentation subject.

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[9] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., Inc., 1959), pp. 374-376.

5. Set a time limit for the presentation after discussing it with the speaker.
6. Give the resource person any software (worksheets, etc.) that will be used in conjunction with the presentation. Supply an outline and/or list of questions which describe specifically what the presentation should cover.
7. Describe the media available to the speaker.
8. A description of the classroom sequence prior to and after the presentation might be helpful to the speaker.
9. If appropriate, ask the guest speaker to wear his work clothes or uniform.

B. Instructor Preparation

1. Have enough background information on the speaker to develop a good introduction.
2. Make arrangements to meet the visitor when he arrives at the school.
3. Inform the principal of speaker schedule and content of presentation. This information should be provided verbally as well as in written form.
4. Arrange for follow-up activities, including writing thank-you letters to the speaker.
5. Some learners should be chosen to take notes on the presentation. Others should be reminded of

listening skills.

6. Make sure all audio visual material requested by the speaker(s) is available.
7. Provide arrangements for visitors and late arrivals.

C. The Presentation Period

1. After warm-up remarks from the instructor, a previously chosen learner should be asked to introduce the guest.
2. Maintain discipline and decorum.

The community contains a limitless number of opportunities for learning. Among the community resources available are people. Learners seem to respect the opinions of those members of the community who take time from their jobs to speak to them. Therefore, wise use of resource people can enhance almost any classroom instructional unit. A written evaluation of the experience should be prepared and made available for review before another presentation is scheduled.

ROLE-PLAYING STRATEGY

Including: Interviewing, Brainstorming, and Panel Discussion

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[10] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[11]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[10] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[11] Fannie R. Shaftel, Role-Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

   1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

   1. Ideally participation should be voluntary.
   2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
      a. Allow names to be suggested.
      b. Let those chosen have a part in selecting others.

E. Setting the Stage

   1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying amounts of time should be spent with individual actors depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine if they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluating the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in ________ place? (3) What would happen if ____________________?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a rewarding experience if they prepare and participate.

FIELD TRIP STRATEGY

Including: Interviewing, Brainstorming, and Panel Discussion

A field trip or instructional trip is "a trip arranged by an instructor or other school official and undertaken for educational purposes; the transportation of pupils to places where the materials of instruction may be observed and studied directly in their functional setting, such as a trip to a factory or to a city waterworks."[12] Like any other activity undertaken for educational purposes, the field trip should be planned in advance with a definite purpose in mind. If a field trip could satisfy the objectives of a particular lesson and seems to be the best method available, the following considerations[13] should be kept in mind.

A. Instructor Preparation

1. Make preliminary arrangements well in advance.
    a. Obtain parental permission. Send a permission slip describing the field trip and its major educational objectives to the parents.
    b. If parental help is needed, solicit that help well in advance.

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[12] Carter V. Good (ed.), *Dictionary of Education* (New York: McGraw Hill Co., 1959), p. 291.

[13] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, *A-V Instruction-Materials and Methods* (New York: McGraw Hill Book Co., Inc., 1959), pp. 364-367.

c. Finalize transportation plans with parents, drivers, and/or school officials.

d. Arrange for participants' meals if the trip will interfere with typical mealtime procedures. If learners are required to bring a lunch, make sure each is marked for identification.

e. Prepare a tentative route plan with interesting sites to see to and from your destination. If learners are informed of sites to watch for, discipline problems will be reduced.

f. The instructor should make plans to visit the site of the field trip and, if possible, take an advance tour as well as discuss planning with personnel scheduled to conduct the tour.

    (1) Check for rest stops.

    (2) Check for restrooms.

    (3) Indicate specific points of interest that should be emphasized during the tour.

    (4) Prepare a preliminary time schedule for the tour. This will enable those responsible for conducting the tour to do

so without unnecessary time delays.

(5) Explain to the guide about the age level, attention span, and depth of knowledge of the learners.

g. Make plans with learners concerning ways to document the field trip.

  (1) Some students may have cameras or tape recorders which could be used to record the trip.

  (2) Make use of the talents and resources of learners. Some might be able to sketch scenes of interest and others might be adept at recording important points in an outline.

h. Notify newspaper, TV, or radio if coverage of the field trip is desirable.

i. Make arrangements for children who cannot go on the field trip, physical handicaps will make special arrangements necessary.

j. Make plans to involve as many learners as possible in the task of working out appropriate thank-you letters.

B. Learner Preparation

1. Prepare a list of objectives for the field trip and make sure all learners understand the

purpose of the trip.

2. Review proper field trip behavior with the learners concerning courtesy, responsibility, and safety.
3. Discuss appropriate dress for the field trip.
4. Before the trip, a variety of learning materials and/or activities should be used to enable the learner to engage in selective viewing during the tour.
5. Compile a list of questions which the learners have about the content area of the field trip. If possible, do not answer the questions prior to the trip, but allow the learners to seek out the answers during the field trip.
6. Follow-up activities can be planned prior to or after the field trip. The following are suggestions:
    a. Art project
    b. Bulletin board display of the actual trip
    c. Reports on related subjects
    d. Guest speakers
    e. Creative writing exercises about the field trip
    f. Worksheets

g. Discussion sessions

C. During the Trip

1. Use the "buddy" system. If students are aware of each other, it provides less of a problem for the teacher.
2. Put slow-moving students ahead of the group.
3. Put monitors, preferably adults, at the end of the line to prevent stragglers.
4. Discourage purchasing anything during the tour.
5. Encourage learners to follow all safety rules during the tour - crossing streets, traveling on buses, etc.
6. Be sure everyone returns to the school. After returning the students to the school, your obligation is fulfilled.

Good instructional trips should include careful preplanning and classroom follow-up activities. Field trips should be evaluated by instructors and learners, and a written evaluation made available for review before future trips are planned.

APPENDIX B

LIST OF SUPPLEMENTAL MATERIALS

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Sports - basketball (as an example)	Things - people	Friendship Honesty Respecting others' rights Accepting responsibility

Type of book:

1. Information	*Creative Sports Series* *Sports and Games in Art*, Shissler *Official Encyclopedia of Sports*, Pratt *Sprints + Distances* (Poetry), Morrison *The Game of Basketball*, Van Riper *Language Development Program*, Gladstone and Gladstone, Science Research Associates Study prints without captions Unit 17 #89, 90 (Pictures)
2. Fiction	*Tip Off*, Lunemann
3. Career and Biography	*Heroes of Pro Basketball*, Berger Bob Cousy, Devaney

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Automobile racing	Things - people	Friendship Getting along Developing personal values Self-reliance Accepting responsibility

Type of book:

1. Information	Drag Racing, Coombs Roar of the Road: Story of Auto Racing, Butler How to Draw Motors, Machines, and Tools, Zaidenberg Automobile Engineering: Foundations of Car Mechanics, Ginn
2. Fiction	The Magnificent Jalopy, Tomerlin Dirt Track Danger, Bowen Scramble, Bamman
3. Career and Biography	Roar of the Road: Story of Auto Racing, Butler Henry Ford: Maker of the Model T, Gilbert Nuvolari and the Alfa Romeo, Carter

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Music (trumpet)	Things - data	Decision making Becoming independent Developing study habits Developing personal values Working with others Satisfying personal needs

Type of book:

1. Information	Shining Brass, Tetzlaff
2. Fiction	Big Band, Frankel Lonesome Boy, Bontemps
3. Career and Biography	Trumpeter's Tale: Story of Young Louis Armstrong, Eaton

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Animals (wild or domestic)	Living things - people	Dependability Accept responsibility Humane treatment towards other living things

Type of book:

1. Information

Pet Care, Scholastic (Records)
Pets, Chrystie
Odd Pets, Hogner
"Rick Ranger" (Magazine)
"National Wildlife" (Magazine)
Pony Care, Slaughter
Language Development Program, Gladstone and Gladstone, Science Research Associates Unit 5 (Pictures)

2. Fiction

The Blind Connemara, Anderson
The Midnight Fox, Byers
Sasha My Friend, Corcoran

3. Career and Biography

Fish and Wildlife, Story of the Work of United States Fish and Wildlife Service, Colby
Guardians of Tomorrow: Pioneers in Ecology, Hirsch
Mustang, Wild Spirit of the West

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Comics - cartooning	Things - people	Satisfying personal needs Accepting responsibility Becoming independent

Type of book:

1. Information	Pen, Pencil, and Brush, Weiss Cartooning, Horn History of Comics (Slides)
2. Fiction	Charlie Brown Series, Schulz
3. Career and Biography	They Wouldn't Quit..., Gelfand

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
World War II	People - data	Accepting responsibility Values of patriotism Individual courage Rights of others Personal liberty

Type of book:

1.	Information	First Book of World War II, Snyder
2.	Fiction	Twenty and Ten, Bishop The Empty Moat, Shemin A Secret Kind of Weapon, Arnold
3.	Career and Biography	Great Tales of Escape, Fowler United States Frogmen of World War II, Blassingame

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Family life	People	Friendship Accepting responsibility Tolerance of others Personal courage - acceptance of handicaps Becoming independent Learning to give of oneself Establishing personal values

Type of book:

1. Fiction	Mine for Keeps, Little The Good Master, Seredy Big Blue Island, Gage Amy and Laura, Sachs Henry 3, Krumgold
2. Career and Biography	The Silent Storm, Brown City Neighbor, Story of Jane Addams, Judson They Wouldn't Quit: Stories of Handicapped People, Gelfand

Related Occupations	Related Major Areas of Interest	Related Factors That Increase Competency
Mystery and detective stories	People - data	Tolerance Independent thinking Honesty Accepting responsibility Respect for others

Type of book:

1. Information	The Hidden You, Alexander What Makes Me Feel this Way? LeShan Puzzlers for Young Detectives, Franken What Do You Want to Know? Finding Answers Through Research, Experiment, and Reason, Howard Scholastic Magazines Study Skills Books - Elementary (Pb)
2. Fiction	Encyclopedia Broun Series, Sobol Three Stuffed Owls, Robertson
3. Career and Biography	Detective Pinkerton and Mr. Lincoln, Wise Mr. Lincoln's Master Spy, Ormont Young Scientist and the Police Department, Barr The F.B.I. Story, Whitehead

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